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 resource allocations. With that in mind, please answer the following questions.

Department Name: Transfer Center

Division Name: Counseling Division

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

Name	Department	Position
Cleve Freeman	Transfer Center	Transfer Center Director/Counselor
Karen Oeh	Transfer Center	Transfer Center Program Coordinator
Oksanna Kasoyan	Transfer Center	Administrative Assistant
Victoria Taketa	Transfer Center	Counselor (Article 19)
Lan Truong	Counseling	Dean

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 1 (Article 19)

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

1: Program Coordinator I
2: Administrative Assistant I

List all departments covered by this review and indicate the appropriate program type.

N/A	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2013-2014	2014-2015	2015-2016
Number of Students Served	**8,077**	**6,428**	**5,193**
Full-Time Load (FTEF)			**.75**
Part-Time Load (FTEF)	**.50**	**.75**	**.50**

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease

African American	☐	☐	☐
Asian	☐	☐	☐
Filipino	☐	☐	☐
Latino/a	☐	☐	☐
Native American	☐	☐	☐
Pacific Islander	☐	☐	☐
White	☐	☐	☐
Decline to State	☐	☐	☐
Male	☐	☐	☐
Female	☐	☐	☐
<25 Years Old	☐	☐	☐
>25 Years Old	☐	☐	☐

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

Due to the limited and turnover of staffing, the Transfer Center was not able to collect enough consistent data over the past three years to accurately address the service trend for Foothill's disproportionately impacted students. In 2013-15, due to budget cuts, the Transfer Center only had one staff, the Transfer Coordinator. In those two years, all transfer related counseling services were provided by the Counseling Center. With the retirement of the coordinator in June 2015, and the infusion of 3SP funds, the Transfer Center had a complete new staff for the 2015-16 academic year. A new Transfer Center Coordinator and an administrative assistant were hired at the beginning of the academic year, but the Transfer Center Director/Counselor was not hired until January 2016. In 2015-16, student data was collected via SARS (online scheduling system) with the goal of having the Student Success and Program Services (3SP) researcher to help aggregate student demographics. Unfortunately, the 3SP researcher resigned in July 2016 and the position was not filled. At the same time, the college researcher position was also vacant. As a result, there is a lack of consistent and accurate data regarding the demographics of the students served by the Transfer Center.

The Transfer Center was fortunate to have Institutional Research analyze student demographics for one event, the Transfer Celebration held in June of 2016. This celebration is for students who were transferring to a four-year institution. Students participating in the annual Transfer Celebration were identified and their demographic information was analyzed. There were 74 students in attendance.

Ethnicity Head Count Percent
- African American 1 - 1%
- Asian 23 - 31%
- Filipino 2 - 3%
- Latino/a 9 - 12%
- White 19 - 26%
- Decline to State 20 - 27%
- Total 74 - 100%

Highlights
- Over half of the student participants were of Asian or White ethnicity (57%).

- Females represented the majority of participants (58%).
- Majority of the students are traditional aged transfer students, under age 25 (90%).
- Majority of the students were not awarded financial aid in 2015-16 (65%).
- Less than half of the student participants had F-1 visa status (42%).

It is important to note that the Transfer Celebration is a voluntary participatory event where students self identify as transferring. It is in no way reflective or a representative of all the students served in the 2015-16 academic year. However, one of the goals for the 2016-17 academic year of the Transfer Center is to increase the disproportionately impacted attending the Transfer Celebration so that it is more reflective of the college's demographics.

Since there is no concrete demographic data regarding student usage over the past three years, the Transfer Center may need to use the 2012-13 data as a benchmark. At that time, the Program Review noted that out of 846 who visited the Transfer Center, students were primarily Asian (43%), White (23%) or Latino (16%). These three ethnicities composed over 80% of all students visiting the Center. A comparison of Transfer Center and college-level student ethnicity shows that Transfer Center students were overrepresented among Asians (43% vs. 26%) and underrepresented among Whites (23% vs. 36%), Latinos (16% vs. 20%), and African Americans (3% vs. 5%).

Moving forward, beginning 2016-2017 academic year, the Transfer Center is working diligently on data collection for each type of service being provided for every academic year. Instead of relying on a 3SP researcher, requests for data will be made to the district Institutional Research office every summer in preparation to write program review each fall quarter. The most important goal of the Transfer Center is to meet the Foothill College Transfer Center Plan, which outlines the college's institutional commitment to student transfer, especially increasing the transfer rate for students who are historically underrepresented. The Transfer Center Plan is a requirement of the California Education Code, Title 5, Section 51027.

One of the primary goals in the Transfer Center Plan is to close the performance gap, i.e. increase transfer rates, for disproportionately impacted students, including African-American, Hispanic/Latino, Native American, Filipino/Pacific Islanders, low-income, foster youth, veterans, and students with learning disabilities. Specific to the Transfer Center, the definition of "disproportionately impacted students" includes all the student groups listed above.

We believe our Transfer Center services directly translate into helping to close the performance gap of our disproportionately impacted students as stated in our college's Equity Plan. The Tables below reference the data collected of the service trends from the past three years. While the tables do not specifically address the (1.1D. Equity) question above, they will be used as a foundation for how and where to begin collecting data of the services we provide for future program reviews.

Transfer Service Trends:

TABLE A

	2013-2014	2014-2015	2015-2016
Students Served (duplicated)	8,077 (Transfer Center and Counseling Center)	6,428 (Transfer Center only) Including on-campus outreach, bus tour	5,193 (Transfer Center only) Including on-campus outreach, bus tour
Students Served in Transfer Center only (unduplicated)	1,310*	1,527*	2,514*

Table A: Total of duplicated & unduplicated data of students served in the Transfer Center. *Data obtained via SARS.*

The data in Table A shows duplicated and unduplicated number of students served from the previous three years by the Transfer Center. Duplicated means that students may have received the same Transfer Center services multiple times. Services include counseling quick questions and appointments, college (one-on-one) representative visits, workshops, using Transfer Center resources, essay review appointments, and attending the Transfer Center celebration. We disaggregated the data to show unduplicated numbers of how many students were actually served by the Transfer Center.

The data of "Students Served (duplicated)" in 2013-2014 is significantly larger than the following two academic years because it includes the number of students served in both the Transfer Center and the Counseling Center (these were students who met counselors for transfer related appointments). Since the Transfer Center did not have an assigned counselor, the Counseling Center assisted by providing transfer counseling appointments.

In 2015-2016 "Students Served in Transfer Center only (unduplicated)" almost doubled because we had three full-time employees working in the Transfer Center mid-year. Moving forward, we will only track students served by the Transfer Center.

TABLE B

Number of Students Served	2013-2014	2014-2015	2015-2016
Appointments Attended – Counselor (one-on-one)	158	223	661
Quick Questions/ Drop-in Counselor (one-on-one)	1	5	106
Workshops attended	274	156	563
Essay Review	(unknown)	(unknown)	25

Appointments			
University Representative visits (one on one)	166	161	286
Use of Transfer Center Resources	711	982	798
Transfer Center Celebration attendees (June 2016)	(unknown)	(unknown)	75
TOTAL:	1,310*	1,527*	2,514*

Table B: The Total equals the unduplicated data from Table A of students served in Transfer Center only. *Data obtained via SARS.*

The data in Table B focuses on unduplicated Transfer Center services. The number of students served in 2015 – 2016 is significantly higher than the previous years due to the addition of a Transfer Center Director/Counselor, Program Coordinator, and Administrative Assistant in the Transfer Center. We were able to coordinate, promote, and implement more services to students and created more awareness of our presence on campus.

The only number that is significantly higher during 2014-2015 is the "Use of Transfer Center Resources." We believe this number was 982 because at the time students were using the Transfer Center to print their homework and not to use Transfer Center resources. In order to save paper and to track how many students actually use Transfer Center resources, students were no longer allowed to use the Transfer Center as a printing hub and the number of students went down to 798 in 2015-2016.

Transfer Center Services:
The Transfer Center provides many services for all students including disproportionately impacted populations. The data in Tables A & B provide a snapshot of transfer service trends we found from previous program reviews and the SARS appointment data collection system.

Appointments, Workshops, and Transfer Center Resources
Students can make a 30-minute appointment to meet one-on-one with a Transfer Counselor. Appointment discussions can include how to apply to a university, how to research a university/major/career, and what courses students should take given current life circumstances. In some cases, appointments also tend to be students with complicated transfer situations. Sometimes students are unsure how to navigate the universities transfer process because they have units from multiple colleges and they are trying to understand conflicting university transfer policies. Students can also meet with a Counselor for 10-15 minutes during *Quick Questions* to help address quick immediate needs. The Transfer Center also provides appointments for university application essay reviews and meeting university representatives.

The Transfer Center provides workshops on various transfer related topics. Workshops include "How to fill out a UC, CSU, and Common application?" "How to fill out the Transfer Admission Planner (TAP)?" "How to be eligible for a Transfer Admission Guarantee (TAG)?" and "How to be eligible for an Associate Degree for Transfer (ADT)?"

The Transfer Center has a financially binding contract with the UC Davis Transfer Opportunity Program (TOP). This program's goal is to work specifically with our disproportionately impacted students. Part of their commitment to Foothill is to visit our campus regularly and assist in providing our students with intrusive transfer related services. One highlight of the program includes a field trip to UC Davis where students attend workshops and tour the campus to get a firsthand experience on being a competitive UC applicant.

The Transfer Center has an office with many resources. We have computers where students can access Eureka.org for university and career related research. We also have a library with books that cover transfer related topics and research material including brochures from multiple universities.

Events
The Transfer Center hosts popular annual events. We have an end of the year "Transfer Celebration" where we celebrate and acknowledge students that have been accepted by universities. Students also invite family members. This is important since transfer students are not able to participate in the Foothill graduation. We also host and coordinate the annual Transfer Day College Fair where more than 100 university representatives showcase their universities and more than 500 students attend. The College Fair offers students one-on-one interaction with each university representative. It is an important way for the Transfer Center to promote the transfer culture within campus.

Advertising/ Marketing materials i.e. brochures, posters, etc.
While not a direct service, advertising and marketing is crucial in helping students learn about the Transfer Center and our services. We plan to meet with the college's marketing department to create a marketing plan for inreach and outreach directed at all students to encourage the use our transfer related services. The Transfer Center services listed in this section will be used to create measureable outcomes of our services. One of our future projects is to create an updated Transfer Center brochure and update the Transfer Center website.

Outreach/Inreach
The Transfer Center plans to collaborate with a local community agency, CollegeTrack, to provide outreach and inreach with students in their agency. Their agency specifically works with disproportionality impacted students in high school and college. Additionally, this agency is already part of our Transfer Workgroup and has students from their program attending Foothill College. The Transfer Center also plans to present to classrooms on-campus about the services we provide. This year, we would like to increase our inreach to targeted populations (Puente, EOPS, Umoja, FYE, DRC, Foster Youth, Athletes and VRC) by collaborating with respective faculty to incorporate transfer services into their program.

Moving Forward:
The Transfer Center began a project to increase the services for disproportionately impacted students during summer 2016. We worked with Institutional Research (IR) to create a list of transfer ready students from our targeted populations. The parameters for creating the student list included:

1. Students who chose transfer as a goal on their Foothill application.
2. Ethnicity
3. Students with financial need
4. Foster Youth

    5. Veterans
    6. 2.0 GPA or higher
    7. Completed Math 220 or higher
    8. Completed English 110 or higher
    9. Completed ESL/ESLL 25 or higher

We chose these parameters because students that meet the criteria above might meet the minimum eligibility to apply to universities during the upcoming fall quarter. We contacted these students by phone and/or email to make an appointment with a Transfer Counselor to see if they were eligible to apply to a university during fall 2016. It was also an opportunity to invite students to our workshops and promote other transfer services. The Transfer Center plans to work with (IR) to repeat this process annually.

The Transfer Center also plans to work with the campus Institutional Research and the SARS coordinator to help us review the data we have and to ensure that our data collection system is consistent, significant, and current as we transition into a new era of transfer services. Although we did not have the data of student demographics in time for this program review, the Transfer Center will still request Institutional Research to assist us to analyze and disaggregate data of disproportionately impacted students for the past three years. The data should help us recognize the current Transfer Center service trends and ensure that we provide the necessary transfer services to close the performance gap for our disproportionately impacted groups.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

Because of the lack of student demographic data, the Transfer Center has not been able to engage in thoughtful assessment and reflections of the SA-SLO Service Area Outcomes (SAO) in the past three years. The lack of staffing in previous years has negatively impacted the Transfer Center's ability to function and perform at a quality level. For the academic year 2015-16, the Transfer Center team chose to focus on immediate needs of the program, including increasing our visibility and services on-campus, completing the Transfer Center annual report to the State Chancellor's Office, completing a Transfer Center Plan (which had not been done for twelve years), and implementing the Transfer Celebration and Transfer Awareness month.

We are also aware of the importance of program review, and have been learning about the program review requirements and getting the necessary assistance to guide us through this process. Our goal is to provide quality data, implement meaningful SAO assessments, and provide relevant reflections for the upcoming Program Review.

We are currently working with our SLO coordinator to update our SAOs.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

Since the Transfer Center's SAOs have not been completely met in the past three years, The Transfer Center Director and Program Coordinator have met with the campus SLO/SAO consultant, SLO coordinator, and the Program Review Committee to get assistance with completing this year's

Comprehensive Program Review and to develop a strategic plan for next year. As a result, two new SAOs have been created. We are currently assessing the effectiveness of our Transfer Admission Guarantee (TAG) workshops for our first SAO in fall 2016.

Our goal is to assess the second SAO in spring 2017, which will assess the correlation of Transfer Center services and student benefit. The new SAOs will be reflected in TracDat and in next year's program review as well as the assessment and reflections.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

1.2C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☐	☐	☐	☐	☐

Asian	☐	☐	☐	☐	☐	☐
Filipino	☐	☐	☐	☐	☐	☐
Latino/a	☐	☐	☐	☐	☐	☐
Native American	☐	☐	☐	☐	☐	☐
Pacific Islander	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
Decline to State	☐	☐	☐	☐	☐	☐

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level
Female: ☐ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rate for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

#1. Integration of Transfer Center services with EOPS, Puente, DSPS, and Veterans	Year: Fall 2013 - Spring 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#2. Increase the number of TAG's for underrepresented students	Year: Fall 2013 - Spring 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#3. Have a Transfer faculty representative (hours as needed to attend conferences	Year: Fall 2013 - Spring	☒ Completed	☐ Ongoing	☐ No Longer a Goal

		Completed	Ongoing	No Longer a Goal
and train Counselors on transfer initiatives)	2014			
#4. As required by the 3SP, all students will have educational plans. The goal with this is to be able to increase transfer rates even more since students will be more on track with their planned courses.	Year: Fall 2013 - Spring 2015	☐ Completed	☐ Ongoing	☒ No Longer a Goal
#5. Coordinate the annual Transfer Fair to offer students an opportunity to meet with 4-year colleges and universities.	Year: Fall 2013 - Spring 2015	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#6. Coordinate the Annual Transfer Celebration to promote the culture of transfer college wide.	Year: Fall 2013 - Spring 2015	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#7. Create short informational videos to explain the application process and other topics related to the application process.	Year: 2014 - 2015	☐ Completed	☐ Ongoing	☒ No Longer a Goal
#8. Hire a Transfer Center Director to provide direction to Transfer Center and fulfill Title 5 requirements	Year: Fall 2014 - Spring 2015	☒ Completed	☐ Ongoing	☐ No Longer a Goal
#9. Promote and conduct transfer workshops in Veterans, EOPS, DRC, Puente, CAP	Year: 2015 - 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#10. Promote and increase ADT's	Year: 2015 - 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
#11. Increase TAG's	Year: 2015 - 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The two ongoing past objectives that pose the most challenges include #5 (Coordinate the annual Transfer Fair to offer students an opportunity to meet with 4-year colleges & universities) and #6 (Coordinate the Annual Transfer Celebration to promote the culture of transfer college wide).   The obstacle is the lack of funding in the Transfer Center budget to pay for these two important annual events.   In the past three years, the Transfer Center struggled to get these events funded since they are not built into our budget. Fortunately, our VPSS and Equity Funds have been able to assist us up to this point. This year, we have included these concerns in the Resource Request section of this program review.

Please provide rationale behind any objectives that are no longer a priority for the program.

> The two objectives that are no longer a priority include #4 and #7. The rationale is that although 3SP requires all first time students to have an educational plan to earn priority registration, the correlation between having an education plan and the transfer rate is not logical. Not all students want to transfer. Additionally, although creating transfer related videos might seem helpful to students, the reality is that the transfer process is dynamic. There are too many on-going changes to each transfer specific system and campus that maintaining all the updated information on the videos is not realistic. Updating an accurate Transfer Center website is lot more manageable and time sensitive. Hence, a new objective is to create a new and updated Transfer Center website for this year.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Reduce Wait Time for Counselors	*Winter 2016 Term*	*Student Surveys*
#1. Create an updated Transfer Center brochure.	Spring 2017	Final draft brochure
#2. Increase outreach to targeted populations including special programs (Puente, EOPS, Umoja, FYE, DRC, Foster Youth, Athletes and VRC) about Transfer Center & to increase service utilization.	Winter 2017	Disaggregated SARS data of students utilizing services
#3. Increase the application and transfer rate of disproportionately impacted students by connecting them to the TOP Program from UC Davis & increase number of TAP Planner accounts	Winter 2017	Numbers of students served & numbers of TAP accounts opened
#4. Contact and provide intrusive counseling to transfer ready disproportionately impacted students to create a comprehensive education plan and to identify an application date & a transfer date	Spring 2017	Numbers of students with comprehensive education plans
#5. Establish a baseline of how many disproportionately impacted students at FH completed a TAG in Fall 2016	Spring 2017	Student demographics
#6. Increase the awareness of ADTs for disproportionately impacted students by providing hands-on ADT & application workshops to special programs.	Spring 2017	Number of students served
#7. Update Transfer Center website to be more student friendly and easy to use.	Summer 2017	Project completion
#8. Increase the attendance of disproportionately impacted students at the Annual Transfer Celebration by using targeted marketing & outreach to special programs.	Spring 2017	Track number of students attended and disaggregate student data

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.

☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> 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 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Funding for annual UC Davis TOP	$7,000	2B - #3	☐	☐	☒	☐
Funding for annual Transfer Day College Fair (signage, gym rental, custodial fees)	$5,000	2A - #5	☐	☐	☒	☐
Advertising/ Marketing materials: i.e. brochures, posters, etc.	$2,000	2B - #1	☐	☐	☒	☐
Funding for annual Transfer Celebration (signage, decorations, custodial fees, supplies)	$3,000	2A - #6	☐	☐	☒	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

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

N/A

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

There were several resource requests in the past three years. They include an Administrative Assistant I position and a Transfer Center Director/Counselor faculty representative. Both of these positions have been filled by the beginning of winter 2016 with 3SP funds. The addition of these two positions along with the already established Transfer Center Program Coordinator (new person on August 2015) has helped increase the quantity and quality of services in the Transfer Center.

Past requests that were not granted include:
1. Funding for the costs for the Transfer Celebration and the Transfer Center College Fair. This will continue to be an ongoing request as these two events are annual traditions hosted by the Transfer Center.
2. Printing cost for Transfer Center brochures, ADT brochures, and Transfer Center bookmarks. The Transfer Center had begun the process of working with marketing to create a brochure, but will need the funding to print mass quantity of brochures for distribution. Without funds, it will not be possible.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VPSS, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Hire a faculty Transfer Center Director/Counselor	Goal has been met.
Write a Transfer Center Plan	Goal has been met.
Collect detailed data to know who and how we are serving students.	Need to establish a process with Institutional Research to access data when necessary to track number of students.
Increase the number of transfer students from targeted student groups.	We will address this goal by using the college's Student Equity Plan as a point of reference.
Increase the collaboration with special populations.	Need to create and implement an annual plan of action to address this goal.
Increase accessibility of counseling appointments and quick questions in the Transfer Center.	Goal has been met. Appointments and quick questions have increased dramatically.
Lack of consistent desk coverage	We now have an administrative assistant.
Program Coordinator did not have reliable student staff availability to cover the front desk.	We now have an administrative assistant and when possible we hire student assistants funded through work-study.
Advertising/marketing was not consistent or available	It has improved, but we need a comprehensive marketing plan and stable funding to pay for materials.
Challenge to serve underrepresented students.	It has improved. Institutional Research (IR) assisted us to create a list of underrepresented students, whom are transfer ready, which we contact to make an appointment with a

	counselor. We will work with IR to assist us in attaining this data when necessary. We plan to use this list to provide more intrusive transfer services to this population. For example, we may call/email them reminders about our services and/or establish a cohort to follow-up with them throughout the year to provide intrusive transfer services.
Reliable funding for the annual Transfer Fair and Transfer Celebrations.	This is still an ongoing concern. Every year the Transfer Center struggles to get these events funded because they are not built into our annual budget. Fortunately, our VPSS, ASFC, and Equity Fund requests have been able to assist us up to this point. We have included this in the Resource Request section of this program review.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

We instituted a Transfer Awareness month during the month of May. This is in line with the campus's Latino Heritage month, which is also one of the target populations the Transfer Center supports.

We have a Transfer Center Director and a Transfer Center team. We are working to be more efficient in collecting data. We worked with marketing to create flyers and posters to promote the Transfer Center. We collaborated with admissions & records to put together a process for tracking ADT's. We also have a Transfer Center Plan, which is mandated by the state. During winter 2016, the Transfer Center worked with the Evaluations office to create a list of students to contact that were near completion of their ADT's and needed to be certified for the CSU system. The Transfer Center Program Coordinator and Administrative Assistant called over 300 students to alert them to fill out the ADT and scheduled a counseling appointment for them. This endeavor led to three times more certified ADT's from the previous year.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean of Counseling, Lan Truong</u> to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

The data in 2015-16, compared to 2014-15, provides clear evidence that the addition of the Transfer Center Director/Counselor and an administrative assistant make a significant impact on the Transfer Center. For example, the number of unduplicated students being served increased by 64.6%, counseling appointments increased by 196.4%, and workshop attendance increased by 72.3%. In a short span of time, the Transfer Center team has successfully created an overhaul of the program, resulting in

meeting the immediate priority of completing the Transfer Center Plan, which had not been updated in twelve years. The Transfer Awareness Month was also created as a strategy to increase the awareness of transfer at Foothill, particularly the disproportionately impacted students. The month of May was purposefully chosen to coincide with the Latino Heritage Month so that activities related to transfer could be incorporated during the entire month. Additionally, the Transfer Center assumed the responsibility of Associate Transfer Degree (ADT) certification in collaborating closely with the Evaluations Office. The number of ADT certification increased by three times as a result. The workshops have also been revamped to be more hands on and with an outcome so that students walk away with a deliverable product. For example, the Transfer Coordinator starts the UC or CSU application workshop with an overview of the process, and then helps each student to create an account for the application. In the second half of the workshop, the Transfer Center Director/Counselor calculates each student's transferable GPA, unit count, and then completes an educational plan.

I strongly believe that the Transfer Center now has the team needed to do the hard work of revamping and re-igniting a program that had been understaffed for a long time. I highly commend the team on their hard work and commitment towards serving students with quality while laying a foundation for the future of the Transfer Center. I am confident that with each passing year, the program reviews will reflect more comprehensive, accurate data and reflective assessments.

5B. Areas of concern, if any:

Data collection, SAOs, and insufficient B-budget are areas of concerns. I would encourage the Transfer Center team to submit requests to Institutional Research to analyze all the student data collected for each service type and SAO so that a baseline can be established regarding the rate of disproportionately impacted groups in service utilization. Once a baseline is established, then a trend can be observed with each year's program review so that adjustments can be made to better meet the Transfer Center's primary goal of increasing the transfer rate of the disproportionately impacted student groups at Foothill College. For future program reviews, I would also encourage the team to add new objectives already outlined in the Transfer Center Plan so that the program goals and objectives are aligned. With the current B-budget of about $6,000 annually, it is insufficient to cover all the expenditures needed to meet the objectives and goals of the Transfer Center. Each year, the Transfer Center has to rely on the VPSS to pay for the UCD TOP program, as well as having to seek funding from Equity and ASFC student government, to help pay for portions of the Transfer Fair and the Transfer Celebration. It takes a great deal of time and work to solicit funding for these two important annual events.

5C. Recommendations for improvement:

Fill the vacant 3SP Researcher position as data analysis is critical to program evaluation and effectiveness. Increase Transfer Center budget by approving resource requests outlined in section 2D.

5D. Recommended Next Steps:
        ⊠ Proceed as Planned on Program Review Schedule
        ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President Student Services, Denise Swett</u> to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

The Transfer Program has made very significant improvements with the addition of an excellent Director/Counselor and administrative support staff. The transfer team efforts have had very positive

impacts on students who are now receiving additional support and guidance in their transfer planning. The team has identified worthwhile goals that will continue to improve student success and satisfaction.

5F. Areas of concern, if any:

Ongoing funding for events and additional support for data collection need to be committed to this program.

5G. Recommendations for improvement:

None.

5H. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 5</u>, 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.

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 - 2 - Underrepresented Students - Transfer Center will offer workshops to underrepresented transfer students. **SA-SLO Status:** Inactive	**Assessment Method:** The Transfer Center will track the number of workshops offered. **Assessment Method Type:** Data **Target:** Increase the number of underrepresented students utilizing the resources of the Transfer Center.		
SA - Transfer Center - TAG agreements - Students who attend a TAG workshop will complete a TAG Agreement a **Year(s) to be Assessed:** End of Quarter **Start Date:** 09/26/2016 **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:** Inactive	**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.		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	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.		
	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.		
	Assessment Method: Use Degree Works to check that TAG Workshop attendees take steps to update or create their educational plans. **Assessment Method Type:** Data		
SA - Transfer Center - Transfer Center - The Transfer Center Staff will work with the Institutional Researcher to gather data from SARS to determine the corelation of student use by underrepresented populations and TAG success. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 12/09/2013 **End Date:** 12/08/2014 **SA-SLO Status:** Inactive			
SA - Transfer Center - Skill - Students will identify one new skill, tool, or research strategy as a result of their interaction with the Transfer Center **Year(s) to be Assessed:** End of Academic Year **Start Date:** 09/26/2016 **SA-SLO Status:**			

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Active			