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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Transfer Center Director Elaine Piparo Transfer Center Coordinator Maureen Chenoweth Transfer Team: Lily Adams, Anabel Arreola-Trigonis, Brenda Johnson, Carol George, Cathy Denver, Dee Vance-Lee, Debra Lew, Fatima Jinnah, Isaac Escoto, Lety Serna, Victoria Taketa, Vivian Cohen, Voltaire Villanueva</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>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".</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>By providing up to date and targeted transfer related services, the Transfer Center will provide "access to outstanding educational opportunities for all of our students."</p>

II. Department and Program Description & Data

<p>1. Indicate all locations and service delivery options available.</p> <p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>		<p>Locations offered:</p> <p><input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input checked="" type="checkbox"/> Off campus</p>	<p>Delivery options offered:</p> <p><input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online</p>
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Transfer Center Director	0	1	Develop and maintain Transfer Admission Guarantees (TAGs). Provide direction to the Transfer Center and provide expertise and current knowledge to faculty, staff and students, along with processing of existing guaranteed transfer agreements. (33% release time).
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Transfer Center Coordinator	1	0	Coordinate all transfer center services (workshops, events, drop in and maintain resources) to all Foothill populations (underrepresented, returning,

			international, new) and conduct outreach to potential students.	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	45	12	Staff Career/Transfer reception desk, and assist students with general questions, refer students who need in depth assistance	
Position Title	0.00	0		
Position Title	0.00	0		

3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication) . Are there changes in overall usage? What are the implications for your department/program?	For the year 2008/2009, we served 1437 students in the Center. This increased dramatically this year when we served 2190 students alone for the Fall term (this number does not include the number of students who attended the annual Transfer Day event, nor have we yet started to track phone and email contact). Increasing numbers of students use the center as they face the daunting task of successfully transferring to institutions forced to decrease enrollment by budget cuts.
4. Scheduling of services : Given available data, describe the patterns in usage (times of day, times of year, weekend usage) . Are there changes in when students access services? What are the implications for your department/program?	There are no significant changes in when students access services. There are significant changes in the number of students accessing the program.
5. Student Demographics : Given available data, describe the trends with respect to student demographics and underrepresented students . Are there changes in access to	It is currently difficult to track student use by underrepresented groups. However, because the Transfer Center Director time is so limited, there is no time to coordinate with Puente, FYE

and use of services? How will your program address any needs/challenges indicated by the data?	or EOPS to make sure that these student groups access the Transfer Center services. If the Transfer Center Director had sufficient time, then the program would address this by coordinating Transfer Center activities with these programs.	
6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status . Are there changes in access to and use of services? What are the implications for your department/program?	We currently have no access to this data.	
7. International Students: Given available data, describe the trends with respect to international students . Are there changes in access to and use of services? What are the implications for your department/program?	During the 07/08 academic year, the annual International Transfer Fair was reinstated after being absent for many years, and has become a successful component to our program. We alternate the fair each year with De Anza. In addition, consistent and upgraded marketing efforts have resulted in increased use of the center by international students.	
8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	In addition to the Transfer Center, students utilize the Counseling Center and appointments for assistance with transfer. For reasons of confidentiality, there are no counseling appointments in the Transfer Center.	
9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Due to budget cuts at the CSUs and UCs, the college representatives have decreased their visit schedules. This has resulted in increased use of the Transfer Center and the Counseling Center.	

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations .				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. Maintain current and develop new Transfer Agreements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Provide consistent services such as bus trips, transfer celebrations, drop-in assistance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Coordinate systematic and consistent outreach to underrepresented students in the Puente, Mfumo, and EOPS programs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities		Measures	Timeframe
1. Maintain current and develop new Transfer Agreements.	1. Coordinate with the Office of Articulation to update and create new Transfer Agreements.		Increased number of transfer agreements.	1-3 years
2. Provide consistent services such as bus trips, transfer celebrations, drop-in assistance.	2. As funding allows, add services.		Increase in services	1-3 years
3. Coordinate systematic and consistent outreach to underrepresented students in the Puente, Mfumo, and EOPS programs.	3. Make classroom visits to these groups, provide workshops and counseling services as funding becomes available.		Increase in workshops, classroom visits, and counseling appointments.	1-3 years
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as				

the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.
1. Increase Transfer Director time to 100%	The number of transfer agreements can only be developed with the expertise of the Transfer Director and Articulation Officer. The amount of time the Transfer Director has is only enough to partially direct the Transfer Center and review the current agreements.	Title 5 regulations require us to develop and maintain these regulations. In addition, these agreements give students the confidence to aim high and achieve their transfer goals.
2. Increase Transfer Center budget.	To provide bus trips, transfer events, and update student handouts.	Title 5 regulations require us to deliver these services to students. In addition, they provide students with the knowledge and experience to achieve their transfer goals.
3. Increase Transfer Center Director time to 100%	There is currently no coordination with the underrepresented student groups.	Title 5 regulations require us to deliver these services to students. Instead of waiting for students to find the Transfer Center, by going to the students, we can ensure that these groups of students become informed and motivated to pursue their transfer goals.

<h3 style="text-align: center;">III. Service Evaluation</h3>	
<i>Service Evaluation Overview</i>	
1. Student Services Survey : Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program?	
2. "Internal" Evaluation : Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	
3. "External" Evaluation : Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	
4. Point of Service Surveys : Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program?	
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
1. To fully implement SARS and Banner to incorporate automated service evaluation and increased service options	Provide online appointments for workshops and college rep visits, with evaluation tools built in with the services.	Enrollment date for online registration for workshops and college rep visits and completed evaluation forms for each event.	1-3 years
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.	
1. Hire additional classified staff.	To staff the reception desk for the Career Center and the Transfer Center.	The reception desk is key for student success. Student attendance is recorded there, general questions are answered and when needed, referrals to other services are provided. Students would benefit greatly from consistent and informed service. This area is now staffed by students. Consistent and dependable service to students will increase student access and success.	

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
See SAOs		Resources needed to complete SAOs are described in the Transfer Center SAOs.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	Currently the Transfer Center Director has 33% release time. This is insufficient for the current population, much less anticipates future needs of growing populations. The Transfer Center Director needs to be 100%.
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	A full-time administrative assistant is needed to provide additional support for the Career Center and Transfer Center.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	Yes, except for storage. Inadequate storage continues to be a challenge for the existing service area. We have tables and chairs used by visiting representatives for both the Career and Transfer Centers, and dollies for transportation of heavy items for which we have no space.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	Yes.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes.

6. List needs for upgrades for existing spaces.		
7. List any new spaces that are needed.	As staff and faculty positions are added, we will lose space that is now being used for visiting college representatives. We will need to identify additional areas to be utilized. In addition, it would be extremely helpful to have the Articulation and Honors staff and faculty located near this area.	
8. Identify any long-term maintenance needs.	Drainage during heavy rains continues to be a problem.	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes, except the copying machine is not very accessible.	
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	No, sometimes there is a lack of follow through on approved services.	
<i>Budget</i>		
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	No.	
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	There are scant funds to provide for copying, bus trips and transfer events. \$1,500 per year is not enough.	
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	No.	
Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?		
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

- Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

<p>2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.</p>	<p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p>
<p>Resource</p>	<p>Purpose</p>

<p><i>Supervising Administrator Signature</i></p>	<p><i>Completion Date</i></p>
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