

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student-learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Student Service Program Name: Foothill College Transfer Center

Student Service Program Mission: 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”.

Total number of Full Time Faculty:	22 (All Counselors assist with Transfer)
Total number of Part Time Faculty:	1
Mary Lou Heslet	

Existing Classified positions: 1
Transfer Center Coordinator
Maureen Chenoweth

Program Review Team and Departments:

Name	Department	Position
Maureen Chenoweth	Transfer Center	Coordinator
Laureen Balducci	Counseling	Dean

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	2134	2495	2700
Full-time FTEF	0	0	0
Part-time FTEF	.33	.33	.70
Full-time Staff	1.0	1.0	1.0
Part-time Staff	4	4	4

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

Supporting Study: "California Community College Transfer: Recommended Guidelines"

1. Students served (How was this tracked? What is the trend?):

We use the SARS tracking system. There is continued growth in the use of the center by students. We also include in our data classroom visits.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

Ethnic breakdown statistics are not available at this time.

3. Please describe services offered off campus and how these services are assessed and measured.

At this time there are no Transfer Center services offered off campus.

4. Staffing structure (Does the staffing structure meet the program or department's needs?)
No.

If yes, please explain. If not, consider the following prompts in framing your answer.)

i. Which aspects of the work are key to the institution's mission?

All aspects of the work of the center are key to the institution's mission.

ii. Has the staff increased, decreased or remained the same to meet those changes?

The addition of two part-time counselors during the peak transfer times in Fall greatly enhanced the ability of the Center to meet student need, but was still not enough to fulfill the requirements of the Transfer Director duties as outlined in the "California Community College Transfer: Recommended Guidelines". Staffing was further reduced in 2012-2013, which will have a negative impact.

iii. How has technology affected the workload in your office?

The improved online TAG tool has enhanced the ability of students to apply for more TAGs and has made the reporting functions easier.

iv. Does the workload have significant peaks and valleys during the year? If so, describe.

Definitely the Fall is a significant peak, but the Transfer Center is always busy.

v. Do you anticipate the workload will increase, decrease or remain constant

in the upcoming one to three years? Is this a temporary situation? The workload has already increased among other staff cuts in nearby areas causing increased strain. And the workload will continue to increase.

- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?**
It is impossible to take any steps to improve the program within the current budget restraints.
- vii. What strategies have been used to improve the delivery of support services within the program or department?**
By implementing the use of student peer advisors at the Front Desk, we have been able to continue to offer basic services.

5. General budget analysis by category of expenditures.

- a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)**

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor	0	
Copy Costs/Printing	1800	Brochures, handouts
Equipment	0	
Software	0	
Stipends	4000	Student workers
Travel	150	Counselor Conferences
Other (please note)	4000	Transfer events, bus trips
All Category Total	9950	

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php>

- a. Please discuss current outcomes or initiatives related to this core mission.**

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

Despite the extremely low level of staffing, transfer rates continue to improve. However, we need to find the resources to start tracking the data in regards to meeting the Equity goals. This particular goal has gone unmet the last couple of years.

- a. Please discuss current outcomes or initiatives related to this core mission.**

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://foothill.edu/president/workforce.php>

- a. Please discuss current outcomes or initiatives related to this core mission.**

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the

latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Transfer Centers are funded to serve underrepresented students and so we have always made efforts to integrate our services with programs that serve those populations. However, without a full time Transfer Center Director, it has been impossible to do this at an optimum level.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-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.	<p>Assessment Method: At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the transfer Director.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase the number of students successfully completing a TAG agreement.</p>	<p>10/10/2011 - TAG drop-in counseling was added to increase the visibility of the TAG program and to assist students in creating a successful education plan. A total of 126 students used the service and of the 126, 92 or 73% wrote an acceptable TAG.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Increased transfer center director time and increased staffing will ensure that students receive adequate resources.</p>	<p>10/10/2011 - We feel this was very successful. Even though it was a little short of the 75% goal, we do feel that the target was met and that the visibility of the program was increased and more students than ever came in to complete a TAG or TAA. Next year, we plan to offer TAG and TAA eligibility workshops for students.</p>
SA-SLO Status: Active			
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.	<p>Assessment Method: Use Degree Works to check that students who drop-in then take steps to complete or update their educational plan.</p> <p>Assessment Method Type: Data</p>	<p>09/26/2012 - The number of TAG workshops and students served increased in 2011/2012. However, until staffing in the Transfer Center and the Research Department increase there are limited opportunities to investigate the correlation between workshop attendance/counselor contact and TAG completion.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	
SA-SLO Status: Active			

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2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

2.3.a What findings can be gathered from the SA-SLOs assessments?

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Increase participation by underrepresented students in Transfer Center Activities		Coordinated college rep visits to Puente, EOPs and Transfer Readiness Classes	Mfumo class is on hiatus so we could not continue with that effort
Increase number of TAGs		Offer more and targeted TAG workshops	TAGs and university applications have been steadily increasing. New TAG agreements also were in development last year.

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Retain a consistent Transfer Center Director presence	Needed as soon as possible	Lack of training of counselors, lack of coordination with other campus areas, lack of presence in Transfer Center, and in Statewide Transfer Directors meetings, is all starting to take its toll on the program.	Counselors who attend transfer conferences will be training others during in-services

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded 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	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Transfer Center Director	TBD	Retain a consistent Transfer Center Director presence, increase participation of underrepresented students
Front Desk Administrative Assistant	TBD	Increase participation of underrepresented students

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Replace lost B Budget funding	\$5000	Inability to hire students has caused huge gaps in Front Desk coverage

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.
Insufficient staffing continues to be a concern.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Students have expressed concern when not finding anyone at the Front Desk. Also, students have voiced concern when there is no transfer counselor available to assist with transfer questions that are time sensitive. Especially this current year, the staffing is much less than last year, and we are concerned that the positive trends that we have been experiencing will not last.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Despite the insufficient staffing, many students still are using the center and transfer data continues to improve. But there is so much more we can do, and must do, especially in the area of underrepresented student participation, retention and success.

Section 6: Feedback and Follow Up

This section is for the Dean, Counseling, Admissions & Records & Special Programs to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The strengths of the Transfer Center are the assistance from the Coordinator and from the student peer mentors. Students need help with TAGs, applications, computer software involving careers and transfer, and general transfer questions. The Transfer Coordinator has established strong working relationships with many reps from various UC, CSU and private schools who are more than willing to coordinate with Maureen a time to see students at Foothill. The Transfer Day continues to be a huge success, having schools from across the country attend. The Transfer Graduation Ceremony is another endeavor that allows students to be recognized for their transfer goals and allows them to form a community with other students who are transferring to the same school.

6.2 Areas of concern, if any:

An area of concern is that the help for the Transfer Center is inconsistent and there are gaps of times when students are not available to assist and the Coordinator is with a transfer rep, has a meeting, or is with another student. It would be extremely helpful and important to have a consistent front desk presence in the Transfer Center.

6.3 Recommendations for improvement:

An additional staff member (Admin I) would be a recommendation for improvement. Also, we need a better way to track underrepresented students. We use SARS tracking but we would need to work with institutional research to somehow track the breakdown of who is underrepresented. We can use this data to help market the transfer process to students, reach out to various groups with assistance from Outreach, and formulate workshops that specifically address the needs underrepresented students may have in transfer success.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Transfer Center has an excellent reputation with universities and the community. Maureen does a great job assisting students to successfully apply for transfer and the college sees excellent results.

6.2 Areas of concern, if any:

It's difficult to manage this center with just one FT staff member.

6.3 Recommendations for improvement:

None

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review