

Basic Program Information

Department Name: Transfer Center

Division Name: Counseling, Student Services

Program Mission(s):

The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title 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”.

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

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

| | |
|------------------------------------|---|
| Total number of Full Time Faculty: | 0 |
| Total number of Part Time Faculty: | 1 |

Please list all existing Classified positions:

Program Coordinator I – Transfer Center Coordinator

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

SARS tracks all of our data. Attendance has steadily increased over the last 3 years, despite cuts in staffing. In addition a mandatory Transfer Center report is sent to the Chancellor's Office each year.

This data was obtained via the following sources:

CCC Apply
 Ask Foothill
 Credentials
 SARS
 Other (List) _____

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

Transfer Centers are funded to primarily serve underrepresented students as outlined in Title 5 regulations. This is the first year that we were able to obtain demographic data.

Students who visited the Transfer Center during 2012-13 academic year were identified by their SID (entered when checking into the Transfer Center) and matched with their demographic information. The number of visits recorded by the Transfer Center (846), noting that slightly over one-third of the visits were repeat visits.

| Student Visits to the Transfer Center, 2012-13. | Student Headcount | Headcount as Percent of Visits |
|---|-------------------|--------------------------------|
| 846 | 535 | 63% |

Transfer Center students were primarily Asian (43%), White (23%) or Latino (16%) These three ethnicities composed over 80% of all students visiting the Center.

When ethnicity is disaggregated by financial aid and international student status, it appeared that while the percentage rate of Asian students may decrease (among financial aid [FA] recipients) or increase (among F1 visa students), this population continued to represent the largest group among these subpopulations. 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%).

The representation among females and males are relatively more consistent and comparable at both the Transfer Center and college-level. Compared to the overall number of females who visited the Transfer Center, female students were slightly more represented among those who visited the Transfer Center and were also financial aid recipients (58% vs. 53%).

Methodology

International students are identified by F1 visa status and based on the data reported as of the census date for all quarters. Financial aid recipients were determined based on those students receiving Federal Pell grants, Federal SEOG, Federal work-study, CARE program assistance, Cal grant(s), and/or BOG fee waivers. Students awarded only loans (subsidized or unsubsidized) or were scholarship recipients were excluded.

Source

FHDA IR&P, ODS [Student Demographic FHDA Table, Open Tables Report, Student Government Financial Aid]

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

We have been able to offer transfer workshops (through Counselors) at Middlefield campus and attend open houses there as well, offering information and answering transfer questions for students.

Data for this area is based on services offered at the following locations:

1. Middlefield
2. CCOC
3. Other (List)

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

No, the staffing structure does not meet the program or department needs, nor does it comply with Title V requirements. Because of budget cuts and increased need for counselors to maintain student educational plan requirements, the Transfer Center has not had a Director for the last 3 years. In addition, increased clerical support is needed to address the goal of increasing use of the Center by underrepresented students.

The lack of a Transfer Director and very limited counseling in the center make Foothill the least staffed in the state's 112 community college system. Title 5 states that the Director is to chair the Transfer Work Group, attend training in the Chancellor's Office, complete the Transfer Center Report to the Chancellor's Office, create and maintain a Transfer Center plan that is regularly updated, attend regional Transfer Director meetings, represent the Transfer Center in partnership programs like the UC Davis TOP program, take a lead in outreach to the campus community in making services to underrepresented students known, develop and maintain transfer agreements, counsel students with complicated transfer issues, and coordinate advocacy for transfer students with our transfer partners.

The coordinator does transfer center orientations with numerous Counseling 5 classes each year, in addition to participating in Fall orientation and Day on the Hill. The coordinator also produces the Transfer Fair, which is a highly successful event with over 80 transfer colleges represented. There is also an annual Transfer Celebration the coordinator organizes for students who are transferring.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The Transfer Center plays a significant role in assisting underrepresented students and basic skill level students with transfer questions via workshops, EUREKA career system, ASSIST transfer system and having students meet with college representatives.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

As stated above, Transfer Centers are mandated by the State of California to provide support services to underrepresented students to increase transfer rates. Because these students are most often first generation college students, they need extra guidance and support in all aspects of the transfer process.

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Transfer is indirectly related to workforce initiatives in that students seek out internship and job opportunities to strengthen their likelihood to transfer into a college and program of their choice.

Section 3: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Program Level SA- SLO – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College
SA - Transfer Center

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

Primary Core Mission: Transfer

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|--|---|--|
| SA - Transfer Center - 1 - Drop-In Students - Drop-in TAG students will complete a TAG Agreement and take steps to complete or update the educational plan. | <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 - 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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Section 4: SLO Assessment and Reflection

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

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

The above relates to the outcomes and objectives in that the Transfer Center plays a crucial role in assisting students with the process of transferring. TAG workshops are held there, as well as college representatives from all over the country that come and want to meet with our students. A high percentage (75%) of students who attend workshops involving the TAG process will actually complete a TAG.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

None

c. How has your service area engaged in dialogue about student learning outcomes?

Through Division meetings our area has engaged in discussion regarding SLOs in our area.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

The trend that can be seen with the reflections is the increase in the number of TAGS and students wanting transfer assistance. This is significant in that there is a continued need for students to transfer and that the Counselors continue to work with the Transfer Center to assist with TAG preparation.

e. What summative findings can be gathered from the Program Level Assessments?

The Transfer Center provides many significant services to students wanting to transfer and assisting those who are even just considering transfer and answering general transfer questions.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|--|------------------|--------------------|---|
| 1. Integration of Transfer Center with EOPS, Puente, DSPS and Veterans | On-going | Yes | We will continue to market the Transfer Center and TAG workshops to program students. |
| 2. Increase the number or TAGS for underrepresented students. | On-going | Yes | We have increased the number of TAGS and students transferring. |

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|--|----------------------------|---|--|
| 1. As required by the 3SP, all students will have educational plans. The goal with | On-going | Students will have more ownership over their educational and transfer goals with | Run an ARGOS report on the number of educational plans done in Degree Works that |

| | | | |
|---|---------------------|---|--|
| this is to be able to increase transfer rates even more since student will be more on track with their planned courses. | | having 24/7 access to their educational plan. | are completed and how many TAGS are completed on a timely basis due to comprehensive education plans. |
| 2. Continue with increasing the number of TAGS | On-going | Offer more TAG workshops and Transfer Readiness classes. | Measure the amount of TAGS that are submitted to the UCs/CSUs |
| 3. Have a Transfer faculty representative (hours as needed to attend conferences and train Counselors on transfer initiatives) | As soon as possible | To attend statewide meetings and UC/CSU conferences regarding transfer. | The Counselor(s) who attend the UC/CSU workshops will be the ones to train other Counselors during in-services since we cannot spare everyone to attend the conferences. |
| 4. Coordinate the annual Transfer Fair to offer students numerous opportunities to meet with transfer colleges and universities. | On-going | Supports the college mission of transferring students. | Participation of students and transfer institutions. |
| 5. Coordinate the Annual Transfer Celebration. | On-going | Supports the college mission of transferring students. | Participation of transferring students. |

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's 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 5 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|--|-----------|--|---|
| 1. Administrative Asst. ! at front desk | \$70K | Gives a consistent presence to answering questions and giving accurate information | No. |
| 2. Transfer Center faculty representative | \$40K | For attending conferences and for training Counselors on new initiatives with | Yes, as part of Counseling load. |

| | | | |
|--|--|-----------|--|
| | | transfer. | |
|--|--|-----------|--|

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

| | |
|---|-----------------------------------|
| Has the program received college funding for reassign time in the last three years? (y/n) | If yes, indicate percent of time. |
| Has the program used division or department B-budget to fund reassign time? (y/n) No | No |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Table in section 5 and how this resource request supports this goal. | Est hours per month | % Time |
|----------------|--------------|--|---------------------|--------|
| N/A | | | | |

One-Time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|-------------|-----------|--|--|
| None | | | |

Ongoing B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|-----------|---|--|
| 1. Funding for the Transfer Center Fair | \$3K | College reps come from all over the country to market their colleges to our students. Foods, table set up, marketing materials are all needed to make the event successful. | Yes. |
| 2. Funding of the Transfer Celebration | \$2K | Supports the college mission of transferring students. | Sort of |
| 3. Needed for Front desk coverage by student workers not on Financial Aid. | \$5K | Need consistent transfer information in regards to how to use the computer programs that assist in transfer, helping to organize sign-in to college reps, etc. | Yes |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|----------------------------------|-----------|--|--|
| None | | | |

a. Please review the goals and 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.

The success was evident with the hundreds of students who attended the Transfer Fair and with the 845 students who utilized the Transfer Center this past year.

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

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

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

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

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> 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 Programs | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|-------------------------|-----------|-----------|-----------|----------|
| N/A | | | | |

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data

| | 2010-2011 | 2011-2012 | 2012-2013 | % Change |
|---|-----------|-----------|-----------|----------|
| Enrollment | | | | |
| Productivity (College Goal 2012-13: 535) | | | | |
| Success | | | | |
| Full-time FTEF | | | | |
| Part-time FTEF | | | | |

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.
- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.
- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.
- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)
- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?
- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

N/A

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Section 9: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

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

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?
- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?
- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?
- d. If your program has other outcomes assessments at the program level, comment on the findings.
- e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

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

| Recommendation | Comments |
|--|--|
| 1. The inconsistent gaps in the coverage at the Transfer Center. Without the Career Coordinator position that was eliminated, the Transfer | This continues to be a challenge with lack of staffing. There have been times where we have not been able to find coverage and have had to close |

| | |
|---|--|
| Coordinator is the only staff person for consistent coverage besides student workers. | the Transfer Center at times, mostly during finals week and during breaks. |
|---|--|

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

In spite of the lack of staffing, the Transfer Center has done an amazing job in assisting with a large amount of student contacts; TAG workshops, general transfer workshops, as well as college representatives visiting the campus. Implementing SARS has been helpful in that the students can sign in automatically for services or to see a college rep, making it easier to track data and less time consuming for staff to do.

Section 12: Feedback and Follow Up

This section is for the Dean of Counseling to provide feedback.

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

In addition to what I stated above, the Transfer Coordinator does a great job in organizing events, marketing Transfer Center activities and generating college reps from all over the country in order to give the students a variety of transfer possibilities.

b. Areas of concern, if any:

A concern is the lack of consistent front desk coverage in the Transfer Center and the lack of having a Transfer Director. We cannot spare any of the Counselors to do this as was done in the past by allowing a Counselor to use 8 hours a week in load to direct. The compromise may be to have a small committee to assist with transfer activities or a faculty member or Counselor does this on an as needed basis (to attend state wide conference or UC/CSU transfer workshops and disperse info to other Counselors).

c. Recommendations for improvement:

Other than what was mentioned above, no additional recommendations at this time.

Recommended next steps:

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

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

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

Maureen has provided outstanding leadership at the Transfer Center. Despite budget cuts, she has maintained a very high level of service and support for students seeking information and assistance with transferring. She has excellent relationships with transfer coordinators from 4-year colleges, and this year worked diligently to rebuild a partnership with UC Davis to create additional transfer opportunities for students to the UC system.

The Transfer Center has an excellent reputation and is highly regarded as an asset to the College.

b. Areas of concern, if any:

I share the concern of not having an assigned faculty transfer center director since the College has prioritized counselor time for meeting with students to develop educational plans (SEPs) to meet the mandates in the Student Success and Support Program. There needs to be reliable funding for the Transfer Fair and the Transfer Celebration to cover the costs of program production.

c. Recommendations for improvement:

None

Recommended next steps:

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

Denise Swett, EdD
Vice President, Student Services
1/30/14