

# 2021-2022 Program Review



## CAN Program Review (Student Services) - Transfer Center (Fall 2021)

### STEP 1: Program Review Narratives

*2021-2022*

#### **Student Services Program Review (SSPR)**

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#### **Program Context**

**1A. Mission:** The mission of the Transfer Center is to support diverse students' populations to successfully reach their transfer goal by providing programs, transfer opportunities, and creating a transfer culture in collaboration with faculty and staff in various programs.

**1B. Mission Alignment:** The mission of the Transfer Program aligns with the College's goals of Student Completion and Success, Community Connection, and Organizational Development from the Educational Master Plan as well as the college's Strategic Enrollment Management plan, in addition to the college's Strategic Plan and Transfer Plan.

**2A. Program Description:** At the Transfer Center we serve all students with a goal of transferring to a four-year university. Our students include freshman, sophomore, returning, and reverse transfer students. These students are from different socioeconomic level, ethnic and cultural backgrounds, age groups, residency status, and being first generation.

In 2020 we had 2,152 students with a goal of transferring and obtaining a degree. Among them Hispanic (57%) and white (21%) have the highest number of these; their race and ethnicity is 57% are Hispanic. Other races and ethnicities that we serve among our transfer Students are Asian (7%), Multi-race (3%), Filipino (2%), Black – Non Hispanic (3%), and Pacific Islander (1%).

Each student needs support unique to them. As we provide guidelines that may apply to all students, such as basic admission requirements to universities, we also work with students individually to develop their transfer plan according to their skills, lifestyle and needs.

**2B. Student Goals:** At the Transfer Center, we bring the necessary transfer information to students individually and in groups in different formats such as:

Workshops – on average we provide 30-34 workshops in a term on different topics to guide students through the transfer process, completing the application, Transfer Agreements, personal Insight questions, Associate Degree for Transfer, CSU impactions, Nursing CAS application, Financial Aid, etc.

Coordinate events with universities to provide information sessions on special topics such as the Nursing program, and answering UC Personal Insight Questions and other University writing requirements.

Transfer Newsletters – this monthly or semimonthly newsletter email to all transfer students to update them with the opportunities, changes and news at universities. We also email special newsletters to groups of students who share the same goal, such as students who transfer to CSU, UC TAG applicants, and Nursing students.

College fair – once a year in the fall term, we offer a Transfer Day that provides students the ability to connect with in-state and out of state universities. Also promote transfer fairs, and events provided by universities

- Coordinate university visits to meet with students one in one to review their transfer eligibility
- One-on-one advising and counseling
- Presenting Transfer related topics at on and off campus events
- Support students with their transition to a four-year university
  - Review admissions and TAG applications

- Review and verify completion of Associate Degree for Transfer (ADT) for CSU admission
- Appeal to university's decisions on students' behalf if needed
- Review and verify the Language Other Than English (LOTE) competency for IGETC certification
- Review and process the "College Report", as part of "Common Application" for Private and out-of-state university
- Coordinating the Transfer Month activities

**2C. Community Partnerships:** Collaborate with other programs and services on-campus such as STEM, ESO Adelante, EOPS, Umoja, Transfer Honors Program, Admissions Office, Outreach team, College for working Adults (CWA), International Student, Promise, SparkPoint, STEM, and Financial Aid (supporting students, faculty and staff in the programs)

Collaborate with universities and sister colleges in providing advising and College fairs

Collaborate with local High Schools

Transfer Advisory Committee

Regional Transfer Center Directors Committee

State-wide Transfer Center Directors

UC Data Sharing

Collaboration with CSU on ADT verification

Conferences and webinars

**2D. Anti-Racism Contributions:** As the College recognizes the critical need for anti-racist practices, services and teaching in our community, the Transfer Center is committed to support students with their individual needs.

At the Transfer Center we are conscious of providing individualized support to meet student's needs. By developing a new Transfer plan, we continue to improve our students' support to align with their needs.

As part of these efforts we intentionally provide transfer information that introduces a variety of opportunities for students. We inform and guide students about the transfer agreements established with universities such as HBCUs, and articulation agreements with other in-state and out-of-states, and the programs and services they provide, so our students learn which university align with their needs to make informative decisions in selecting a university.

As we have established Umoja on our campus, it is more essential that we collaborate with our faculty in this program to develop transfer services specific to HBCU requirements, such as workshops to understand the admission requirements, and to create pathways with individual HBCU campuses, so students be prepared for the rigorous programs at these institutions.

**3A. Equity & Access:** To ensure students understand the complex transfer process, and support them to successfully transition to a university, the Transfer Center collaborates with many other support services to bring transfer information to all students at all levels.

We support students at different levels of education. High school students have the opportunity to learn about the transfer options before they enroll at Cañada College through presentations, and providing publications and flyers to high schools through the outreach team, and visiting the high school campuses to meet with students. With our new Students Success System in place we are able to reach out to all new students with transfer goals guiding them with the initial steps and providing them with a "to do" list. At the same time we work with continuing students who are moving toward their transfer goal and those who are at the finish line.

As we work with students in a group and individually, in person or virtually, we consider their level of knowledge of the transfer process, their learning style, and their needs.

To provide a comprehensive view of the transfer process to our transfer students and collaboration with other students services, such as Counseling, CWA, EOPS, ESO Adelante, faculty Instruction, Financial Aid, International Student Program, Promise Program, SparkPoint, and STEM, we provide information to breakdown the transfer process as well as give students a full overview. Some the information that is provided at different levels and different formats are:

Selecting a major and transfer options

Transfer opportunities and admissions policies  
Academic – Student Education Plan and Articulation  
Residency status for tuition purposes  
Cost of attendance and Financial aid  
Cost comparison and financial planning  
Selecting a university

Supporting with final steps: application and next steps to enroll at a university

**3B. Equity Gap Elimination:** It is challenging to find real time data on our transfer students. Based on the data collected by PRIE Office:

There are no differences that a particular ethnic/racial group is experiencing a delay in reaching milestones, and there was no difference in transfer across gender.

According to the data, our transfer students are well prepared to transfer to a university especially to CSU and UC campuses. On average over the past 5 years, 87% of students who applied to a CSU campus were admitted, and over the past six years, a yearly average of 76% of UC applicants are admitted.

However, out of 87% of students who were admitted to CSU campuses only 55% are enrolled. There was a higher enrollment rate at UC campuses as 74% of 76% admitted students were enrolled.

Per data gathered by the PRIE Office on a transfer cohort shows that some students are less likely to transfer compared to their peers. For example, Hispanic, 43% transferred, and Pacific Islander, 25% transferred.

The first generation and low income students are also less likely to transfer. Among low income students only 38% transferred, and among the first generation students 44% are transferred.

At this time we do not have data on the transfer pattern of LGBT, undocumented, and homeless students. To gather this data and examine the transfer status, we will work more closely with the PRIE Office, and other programs as well as student life.

We will continue to collaborate with different programs on campus to identify students, their challenges, and their needs, so we can prepare them for transferring and consequently, increasing the transfer rate. We will also continue to grow and build relationships with universities to identify support services and financial resources and to intentionally support our students with their transfer goal.

**3C. Delivery Method Considerations:** To ensure equitable access and/or support to our transfer students with different backgrounds and socioeconomic status, we always provide our services in different formats and continue supporting them to reach the finish line.

Before the pandemic, we were supporting all transfer students in-person, by email, and/or by phone. This gave them flexibility to access our services based on their schedule and level of comfort.

After Shelter in Place, we worked remotely, we were able to accommodate students virtually, and to continue providing the same level of support and services to all students with different backgrounds.

Adding virtual services gives students greater flexibility and access, especially for those students who are working full-time, have family responsibilities, and/or have limited or no transportation to meet in person. During this time, we were able to also support students with limited access to technology using phone and email. During the pandemic we experienced a higher volume of emails, which not only reflects students could reach us, it also reflects that we provided higher level individual support and access. The first generation students appreciated the information they received via email as they could review them on their own time and ask follow up questions that fit their case. This modality was also successful for international students who are in different time zones.

We will continue all modalities including the virtual access once we return to campus. In addition, by creating a new space in building 9 for all transfer services, students have the opportunity to receive the support in-person.

In addition to supporting our students on campus, the Transfer Center was supporting many students attending the Job Train in Menlo Park to guide them step by step in reaching their goal.

## **Looking Back**

**4. Major Accomplishments and Challenges (500 Word Limit):** The following lists some of the accomplishments we had within the last year, unfortunately, due to the pandemic and changes in the reporting cycle we could not provide detailed data.

- In collaboration with the transfer Task force we were able to develop a Campus-wide Transfer Plan
- With support of the Administration, we created a new transfer space that centralizes all transfer services. This has just been completed and we have not yet used the area due to the pandemic.
- This year, we were able to use the Student Success Link to promote the Transfer Day in October.
- We were able to support an average of 300 students with their transition to a university:
  - o admission application – during the application season we guided students to complete their application including application update and supplemental application
  - o Review UC Personal Insight Questions
  - o Follow up with the application process to ensure they follow up with the university's requirements
- Provided an average of 60 workshops every year
- At the Transfer Center we worked with an average of 300 students by individual appointments and drop-in each term supporting students with Transfer process
- We provided about 1100 academic counseling by appointment and drop-in during 2019-20 and 2020-21 academic years.
- We reviewed and evaluated Associate Degree for Transfer (ADT) petitions, and verified the status of ADTs for admissions to CSU campuses:
  - o In fall 2020 reviewed 94 submitted ADT petitions, and reviewed and verified the status of 57 ADTs for students who applied to CSUs for spring 2021.
  - o In spring 2021 reviewed 230 submitted ADT petitions, and reviewed and verified the status of 190 ADT petitions for students who applied to CSUs for fall 2021
- Reviewed 107 UC TAG applications for fall 2021 admission which was an increase of 29% compared to the prior year. For the same cycle there was a 24% increase in approved TAGs.
- Transfer Day – despite the pandemic, we were able to offer a virtual Transfer Day where we hosted 54 universities including 10 CSU, 9 UC, 31 California Private Universities and 4 out of state universities.
- We had community activities with local high schools and presented at on campus events:
  - o Carlmont HS presentation to parents and students – close to 100 in attendance
  - o Carlmont HS presentation – 91 in attendance
  - o Connect to College
  - o Supported the PEP events
  - o COLTS CON
- Update Transfer web page to intentionally bring the necessary information based on students' needs
- Coordinated events and workshops to provide virtual presentations by the universities, such as Topics with nursing programs (30 students in attendance), and UC Personal Insight Questions.
- We were able to host the Students' Achievement Award reception virtually where we could acknowledge the transfer achievement of about 400 students
- We collaborated with other programs and services on our campus in support of our diverse populations: EOPS, SparkPoint, Financial Aid, Outreach, Promise Program, counseling, STEM, ESO Adelante
- Supporting counseling team with Transfer related questions
- Supported the Admissions Office with the LOTE review, and the College Report
- In the past we were promoting the HBCU transfer agreements and supported students to take advantage of the opportunities they offer.
  - We have listed workshops they offer throughout the year on our website and encourage students to attend.
  - In the past we invited representatives from HBCUs to our Transfer Day, and will continue to do so in the future.
  - Our students participated in the Transfer Caravan that coordinated by HBCUs throughout California before pandemic, and we will plan to continue our efforts and collaboration with them.
  - In addition, for the last 6 years, the Transfer Center has developed a dedicated web page to provide information about the programs and the transfer agreements with HBCU campuses.

Challenges:

We need to have better ways to gather transfer data to identify our transfer students so we can intentionally address their needs and provide equitable transfer services.

We also have shifted to the Student Success Link in place of the SARS grid, which at this time we are not able to extract transfer reports and data.

**6A. Impact of Resource Allocations Process:** Last year, there were no additional resources allocated to the program. However, we had a temporary staff from another department who was assigned to support us with the Transfer Day event.

Although we did not ask for resources in 2020 due to COVID, we requested additional staffing, in the prior years, which were not granted. In addition, in 2020, our adjunct Transfer counselor was reassigned to the Promise Program.

**6B. Disproportionately Impacted Students Affects:** The shifting of counseling resources to the Promise Program caused a reduction of counseling hours for students, and the support for community events and workshops.

**7. SAOs & SLOs:** The previous SAO was to centralize the transfer information. This was to increase the visibility of the Transfer Center and help students to differentiate available transfer support services on campus.

By collaborating with other transfer services and referring students to those services, students become more aware of the transfer support services.

Through presentations at Orientation, and COLTS CON the incoming students learn about the transfer support services and how each service may assist them with their transfer goal. The Transfer Center is also working more closely than before with other transfer services to address the needs of students. At this time, we do not have any data reflecting the impact of our collaboration on students' understanding of the nature of transfer services, because the majority of students are still not on campus.

While working remotely, we were able to create a new transfer space in Building 9 Room 106 to centralize transfer information. The construction of this space is just completed and it has not been utilized due to the pandemic.

**8. SAO/SLO Assessment Results & Impact:** Due to changing the reporting cycle and the pandemic, we were not able to gather the data. However, in general, we experience that even though students achieved their transfer goal, many of them decided not to apply or enroll for fall 2020 and fall 2021 because of the remote modality, and due to COVID. On the other hand, there were students who were working full-time and/or had other obligations, who took advantage of the remote modality to complete their Bachelor degree.

### **Looking Ahead**

**9. SAOs & SLOs for the Next Review Cycle:** The SAO of the next cycle is to ensure students receive support related to their transfer phase as well as providing more specific information tailored to their needs.

Currently, we receive a list of transfer students from the PRIE Office at the beginning of each term. This allows us to identify the students' transfer phase based on the number of the units completed. However this may not be as accurate because there are students with non-transferable units or transfer units that are not evaluated or posted on their records yet. This list also reflects students who are currently enrolled, and it does not reflect those who stopped attending.

We need to work more closely with the PREI Office to gather more accurate data, as well as continue collaborating with other transfer services and university partners.

This will allow us to understand the students' transfer behavior better, and identify the challenges they may encounter. Consequently, we can provide information and support they may need to successfully reach their goal. According to the data, historically Hispanic students are not transferring at the same rate as their peers. So it is important to identify and address the challenges students encounter and provide necessary information.

Gathering the overall data is helpful in developing general information for students in subgroups and/or students in different phases of transfer. However, it is also important to identify the individual students and understand their individual needs to reach their millstone.

By gathering accurate data, we plan to make the transfer process more equitable for all students including underserved, and underrepresented students.

**10. Program Improvement Initiatives:** Our college goal is to increase the transfer rate by 35%. To reach this goal and to improve the Transfer Program and Services we plan to implement an integrated system to identify our transfer students more efficiently, and intentionally identify their needs.

This requires us to work closely with the PRIE Office, collaborate more closely with the other programs and services, and university partners to create an inclusive list and create a cohort of transfer students. As we build cohorts every term, we will have the opportunity to also work with the CRM team to find the possibility to utilize the system to communicate with individual students.

Developing cohorts also helps us to identify the individuals' progress to the next term, and those who stop attending. This gives us the chance to know individual students more closely and the opportunity to follow up and to identify their challenges and

their needs, whether they are first generation, low income, single parent, and/or have different ethnicity and race including Black, Latinx and AANAPI.

Gathering this specific information will allow us to develop programs and provide resources tailored to individuals rather than in groups.

As we open a new space for transfer initiatives, we have the opportunity to collaborate more closely with STEM, ESO Adelante, and other transfer related programs to prepare students to reach their transfer millstone. Within this space we will:

- Work with private university to build pathways that are aligned with ADT programs. As the CCCC is working with the Private universities to establish the same Transfer Agreement as they established with CSU campuses under SB1440, we may also build and make stronger articulation agreements with the private universities.
- Have the opportunity to schedule more of university visits, and have more collaborations and partnerships with the university representatives. With the increased visibility of the universities on campus, students will become more aware of their options, connect with the universities, and have a better understanding of the transfer process. As part our collaboration with the universities, they may provide academic advising as well as information sessions on their services in support of students including underrepresented students.
- Be able to share resources in providing workshops that benefit all students in any programs, as well as providing workshops to specific majors and/or interest area. As we combine the transfer efforts, not only we share and maximize our resources, we will have better opportunities to collect accurate and unified data by identifying transfer students and their needs.

To expand and provide equitable transfer services and support, as well as creating transfer pathways, and to enhance our collaboration with other programs such as Umoja, Puente, Promise, EOPS, etc., and counseling and instructional faculty, we plan to request personnel resources; a program coordinator. With additional support we are able to narrow the equity gap, and increase the transfer rate through an anti-racism and equity lens.

Some of the responsibilities of this position that will support these efforts are:

- Identifying transfer students
- Collecting data
- Identifying the support students may need while attending Cañada or university, whether it is financial, completing an application, academic support, housing, childcare, transportation, AB540 support, etc.
- Develop and maintain a list of students and their place on the transfer pathway
- Follow up with students and connect student with services on campus and at the universities
- Support with communication and program development
- Support staff & activities in the new transfer space in Building 9-room 106, and
- Support campus wide transfer efforts

As I have in the past, I will continue participating in training and activities that our District and College provide in anti-racism.

**Program Review Narrative Status:** Complete

## Goal Description: Increase visibility for the Transfer Center

Students and community will become knowledgeable of the existence of the Transfer Center and available services.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2019-2020

**Estimated Start Date:** 01/16/2019

**Estimated Completion Date:** 05/01/2019

**Please select the college goals with which your program goal aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity diversity and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of reflect and enrich our diverse and vibrant local community.

### Action Plans

**2018-2019** - To obtain the approval to move forward for the signage (Active)

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**Who's Responsible for Completing this Action Plan?:** Max Hartman, Karen Pinkham, Mary Chries Concha Thia, Char Perlas  
**Estimated Completion Date:** January 16th, 2019  
**Related Documents & Links:**  
[ImpactSign.com](http://ImpactSign.com)

## Resource Requests

**Signage** - We do not have any signage on our campus directing students to the Transfer Center. Parents, students and other members of the Community who visit our campus, and our current students don't know we have a Transfer Center unless someone brings them to us. Often students ask where the transfer center is. Adding signage above the narrow glass door located in the middle of building 9 across from Building 13, not only informs students of the Transfer Center location, it also gives a message that we are supportive of their Transfer goal and we are providing services in support of their transfer path.

**Status:** Continued Request - Active  
**Type of Resource:** Contract Services  
**Cost:** 2051.67  
**One-Time or Recurring Cost?:** One-Time Cost

## Goal Description: Access to computers for Information

For students to have access to computers gathering and exploring the transfer information and to submit admission application.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2019-2020

**Estimated Start Date:** 01/16/2019

**Estimated Completion Date:** 05/01/2019

**Please select the college goals with which your program goal aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity diversity and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures processes and practices that invest in a diverse student population and prioritize and promote equitable inclusive and transformative learning.

## Action Plans

**2018-2019** - To replace the computers in the Transfer Center either as replacement or purchasing new (Active)

**Who's Responsible for Completing this Action Plan?:** Mary Chries Concha Thia  
**Estimated Completion Date:** May 1, 2019  
**Related Documents & Links:**  
[eQuote for Transfer Center Computers.pdf](#)

## Resource Requests

**Desktop computers and Monitors** - To replace outdated 4 computers in the Transfer Center for students use to research about the universities, majors, and preparing their application, etc. The computers in the Transfer Center are always in use especially during the peak times when completing the applications. Financial aid staff are also using these computers to assist students completing their FAFSA.

**Status:** Continued Request - Active  
**Type of Resource:** Equipment (Items Over \$5000)  
**Cost:** 7176.17  
**One-Time or Recurring Cost?:** One-Time Cost

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## Goal Description: Preparing Transfer Students

Students learn about the degree and transfer options, identify their major and universities of their choice during first year, learn about the opportunities that enhances their admission to universities, and be able to plan academic and financial resources.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2019-2020

**Estimated Start Date:** 08/14/2019

**Please select the college goals with which your program goal aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

### Action Plans

**2019-2020** - To identify students with Transfer goal, grouping them with educational needs, follow up with their academic and transfer status, and develop materials to address students' needs. (Active)

**Who's Responsible for Completing this Action Plan?:** Transfer Center, PRIE Office, Counseling

### Resource Requests

**A designated office space near the Transfer Center for university representative visits** - Due to limited counseling office space, we cannot schedule the university visits during the first two weeks of school where it is crucial for students to meet with the representatives to connect with the university and get advise on the university's admission policies, admissions essays, applications, UC TAG, Updating the application, etc.

Without office space, we set up the university representatives' visits as drop-in basis through tabling instead of by setting up appointments. This does not provide privacy, and does not give students enough time to discuss their concerns in depth.

**Status:** Continued Request - Active

**Type of Resource:** Facilities

**Cost:** 0

**One-Time or Recurring Cost?:** One-Time Cost

**Additional \$500 funds** - The cost of printing and copying increased and to promote the event s and make the form and flyers accessible to student is costly. We have 2 campus wide events, one in Fall, Transfer Day, and one in Spring, Students Recognition Reception, that consume the majority of the current budget. We also spend the current funds on supplies, conferences and millage. The additional funds will support us with printing promotional and informational materials and allows us to host additional events for students.

**Status:** New Request - Active

**Type of Resource:** Budget Augmentation

**Cost:** 500

**One-Time or Recurring Cost?:** Recurring Cost

**Hiring a Program Services Coordinator** - To hire a full-time Program Service Coordinator (classified Position) for the Transfer Center and the Counseling Department in support in the coordination of the Transfer and counseling programs' initiatives in support of students educational and career goals.

to accomplish its goals as listed above, and to be able to reach out and assist more transfer students, there is need for additional staffing. As stated in the program review, the number of hours of counseling has been dropped and remaining counseling hours are divided between counseling and other responsibilities such as attending on and off campus meetings and conferences and



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participate in developing programs around new initiatives. Consequently, we have seen a drop in the number of students who transfer to other institutions. We propose to hire a full-time Program Service Coordinator (classified Position) for the Transfer Center and the Counseling Department to support the coordination of the Transfer and counseling programs' initiatives that support students educational and career goals

**Status:** Continued Request - Active  
**Type of Resource:** Non-Instructional Personnel  
**Cost:** 62868  
**One-Time or Recurring Cost?:** Recurring Cost

## Goal Description: Identify Transfer students and their needs

This is to expand and improve the transfer program and services, and to develop transfer pathways based on students' needs in response to college strategic goals of increasing the completion and transfer rate through equity lens.

**Goal Status:** 1 - New (PR)

**Relevant Program Review Cycle:** 2021-2022

**Estimated Start Date:** 01/01/2022

**Who's Responsible for this Goal?:** Transfer Center

**Please select the college goals with which your program goal aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the college strategic initiatives with which your program goal aligns.:** Improve Student Completion, Create an Alumni Network, Hold On-Campus Events, Partner with 4-Year Colleges and Universities, Implement Guided Pathways, Implement Guided Pathways

## Resource Requests

**Personnel resources - Program Services Coordinator** - To be inclusive and supportive of all transfer student from different background, socioeconomic levels, underserved and/or underrepresented, we plan to develop programs and services specific to individual needs. We also need to identify students who are not reaching their transfer milestones, and address the shortfalls and the challenges they are encountering. This is in support of the college's strategic goal of increasing the transfer rate by 35%, minimizing the equity gap, and in support of implementation of the college-wide Transfer Plan approved by PBC. Some of the responsibilities of this position that will support these efforts are:

- Identifying transfer students
- Collecting data
- Identifying the support students may need while attending Cañada or university, whether it is financial, completing an application, academic support, housing, childcare, transportation, AB540 support, etc.
- Develop and maintain a list of students and their place on the transfer pathway.
- Follow up with students and connect student with services on campus and at the universities
- Support with communication and program development
- Support staff & activities in the new transfer space in Building 9-room 106, and support campus wide transfer efforts

**Status:** New Request - Active  
**Type of Resource:** Non-Instructional Personnel  
**Cost:** 75636  
**One-Time or Recurring Cost?:** Recurring Cost

**Critical Question: How does this resource request support closing the equity gap?:** This allows us to identify our transfer students and individual needs, so we can expand and provide equitable support to all transfer students with different socioeconomic level and background.

**Critical Question: How does this resource request support Latinx and AANAPISI students?:** This position will support us to identify Latinx and AANAPISI students, and narrow down the support they may need with their transfer process, and connect them with the

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services and programs at the university of their choice.

**Resource Priority Ranking:** High Priority