Student Services Program Review Template

Transfer Center
The Goal of the Transfer Center in 2016-17 was to increase students' awareness of their transfer opportunities such as the Transfer Admission Guarantee (TAG) Associate Degree for Transfer (ADT), and assisting them with their path to reach their transfer goal in accordance with the Educational Master Plan. This was accomplished as the number of students who applied to UC and petitioned for the Associate Degree for Transfer increased.

We were able to reach our goal by increasing students' awareness as the number of ADT and UC TAG applications and the number of UC applicants increased. We had the opportunity to hire an additional Adjunct Transfer Counselor designated to the Transfer Center that allowed us to serve more of our transfer students. We were able to increase the number of workshops, Transfer newsletters, and add additional information to the Transfer web page. We also had an opportunity to collaborate with the grant programs, and other supporting programs such as the Financial Aid Office, counseling, EOPS, TRiO, BTO, Admissions Office and Outreach.

The main challenges we encounter are collecting accurate transfer data, staffing, and designated facilities to conduct transfer workshops and provide office space for university advisors as well as external factors such as UC application extensions, new CSU applications and the supplemental applications by CSU campuses. It is always challenging to track transfer students because they apply to several universities and we do not have access to the universities' records to find where the students are enrolled.

Within the last 2 years the positions at the Transfer Center was not stable as we lost 10 hours support of the of Office Assistant in Fall 2016, and the full-time counseling position in fall 2017 as she accepted Interim Dean's position. This creates challenges to have consistent support for our Transfer Students.

For the 2018-19 academic year, the Transfer Center plans to, continue preparing students for transfer by increasing students' awareness of the transfer planning, admission requirements, selection criteria, the application process, and funding their education. We plan to create transfer cohorts, centralize and unified the transfer related information and to develop transfer case management. We also plan to collaborate more with other departments and to increase the number of staffing and counselors, and to create/redesign designated space for transfer activities.

The Transfer Program's mission is to assist diverse student populations in transferring to a four year university by providing services and programs to educate and empower them to successfully reach their transfer goal, to strengthen collaboration with four year universities and feeder high schools to create opportunities for students, and to increase the retention and transfer rate among students.

This is in accordance with the college's mission of "ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning", and to build and strengthen collaborative relationships

and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

2. Program Description
Program Description.

Transfer Center

The Transfer Center provides a variety of educational services and opportunities for diverse students with a goal of transferring to a four-year university. In addition, we advise and inform the campus community on transfer matters. The Transfer Center is located in the Student Services Building (BLDG 9) as part of the Counseling Department. The Transfer Center works closely with Counseling and instructional faculty and many programs in the Student Services and Instructional departments such as Transfer Honors Program, Puente, COLTS Academy, STEM, A2B, EOPS, TRIO, Career Center, International Student Program, ESO Adelante, Spark Point, Promise Program, College for Working Adults (CWA), Outreach, Admissions Office, Financial Aid Office, Student Life, and Welcome Center to strengthen the program and to provide greater support to transfer students in planning a transfer path to a four year university.

The Transfer Center provides many services including academic counseling, major explorations, and assists students in searching and selecting and universities as potential transfer options, and seeks for Transfer opportunities by exploring agreements with the universities.

To prepare transfer students, the Transfer Center meets with them one-on-one to develop a Student Educational Plan (SEP), follow up with their concerns in-person and electronically, and helps students to strategically apply for universities. We also assist with the admission applications, Transcript evaluations, Transfer GPA calculations, and appeals to the universities' decisions.

The Transfer Center offers workshops on variety of topics such as "UC TAG", "UC and CSU application", "UC Transfer Admission Planner", "Common Applications", Financial Aid process in collaboration with Financial Aid Office, "Transfer Options, and procedures", "Transfer Status Evaluation", "UC Personal Insight Questions", "Steps after Applying to Universities". Additional support that the Transfer Center provides are Questions and Answer (Q&A) sessions as an open house during the CSU and UC application period to assist students with their specific questions and to finalize their applications, as well as information session on selected topics.

To connect students with universities, the Transfer Center invites university representatives to meet with students one-on-one and coordinates their activities on campus, schedules and monitors students' appointments with the universities. The Transfer Center also coordinates different transfer activities and events such as hosting the annual college fairs and informational panel on majors, such as the Nursing Program.

The Transfer Center also collaborates with universities in-state and out of state to provide opportunities such as transfer admission agreements, and guide students to complete Associate Degree for Transfer (ADT) and UC Transfer Admission Guarantee (TAG) applications to strengthen their admission to universities. While we review and verify ADTs and TAGs with California State Universities and University of California, we also follow up with students to explore options of completing any additional degrees and certificates that they may qualify for.

To ease the transfer transition, the Transfer Center also reviews and updates the external examination policies for the college Catalog, and review and evaluate foreign transcripts to verify the Language other than English Proficiency (LOTE). To increase the transfer opportunities, the Transfer Center in

collaboration with the Articulation Officer, and the District Office explores transfer options with in-state private and out of state universities.

In support of counseling faculty and our diverse students, the Transfer Center provides extensive transfer information on the "Transfer Center Web page" by adding, updating and maintaining essential transfer information.

3. Community and Labor Needs

The Transfer Center plans to expand the relationships with the feeder high schools by providing transfer information based on students' needs in the format of presentations at events and marketing materials. Also, we plan to enhance our collaboration and transfer admission agreements with 4 year universities.

Student Services Program Review Template

Describe major accomplishments.

The following reflects our major accomplishments at the Transfer center:

- **Staffing –** In fall 2016, with the support of A2B grant funding, we hired a full-time adjunct counselor in addition to the existing Transfer and Honors Transfer Counselor. This provided 862 additional counseling hours for our diverse transfer students, additional support during the peak time, and presentation on Transfer matters in the local high schools. In addition, in fall 2017, we reassigned one of the adjunct counselors evening hours to the Transfer Program to accommodate our evening students.

- **Workshops** – we continue providing a variety of workshops on different Transfer related topics based on students' needs. We added Q&A session to our workshops and provided one on one support on a drop-in bases to support students with their admission applications to in state and out of state universities. We provided total of 52 workshops in 2016-17 and 36 in summer and fall 2017 and planned 9 workshops for spring 2018. We served 551 students at these workshops during summer and fall 2017 which was an increase of 158% compare to 2016.

  In addition to providing workshops to diverse transfer students, the Transfer Center also provides a workshop tailored for the International Student with a topic of "Transfer Options and Transfer 101", which helps them to understand their options and the requirements specific to International Students.

  Other workshops provided to specific groups were Transfer 101 for students who participated in COLTS Academy 1, Degree Works for students in COLTS 2, UC and CSU application, "the Next Step after Application" Workshop for EOPS students.

- **Transfer Day –** Coordinated and hosted College fair, (Transfer Day) in October, where students had an opportunity to meet directly with university representatives from 60 universities from in-state, and out of state. We were able to increase the number of university participants by 15% compared to fall 2016. There were about 300 students in attendance and according to a survey students expressed that the Transfer Day gave them opportunity to meet and have in depth conversations with at least 3 universities, learn more about their field of study, and available services at the universities pertaining to them. In general they found the event very encouraging to seek the transfer option.

- **Nursing information Panel** – In Spring 2018 planned and coordinated Nursing information panel for our students interested in allied health field. There were 6 universities from in state and out of state in attendance and it was well received by students. We were able to increase our students' attendance by 90% compared to a similar event in fall 2106 as we were able to identify and target nursing students.

- **Classroom visits and events** –We were able to visit 2 classes where we were able to bring information on ADT and selection Admission criteria to students. We also had presentations and provided transfer information to groups of students who were brought to the Transfer Center by instructional faculty, and program and services such as BTO, and outreach. In addition, we brought transfer information to about 300 high school students and their parents at the "High School

College Connection" that took place on our campus, and by visiting 3 of local feeder high schools in 2017.

- **UC TAG Review –**In fall 2017 reviewed and followed up with 100 TAG applications for fall 2018 admission. In the process, we discussed, planned and/or revised spring 2018 schedule for students to strategize their admission application. Among 78 TAG applications that was reviewed in advance, 50% of them were approved which is 7% increase compare to a year before.

- **Associate Degree for Transfer** (ADT) –We were able to promote and develop an educational plan for students to also obtain an ADT while planning to meet the transfer requirements. In spring 2017, we reviewed 222 ADT petitions, and verified the status of 179 ADTs. In spring 2018, we are still receiving ADT petitions, but as of now, 164 students have submitted their petitions.

- **Forms and Flyers**
    - Updated the worksheets created previously, to reflect the changes in the ADT course requirements and created worksheets for new ADT programs. All worksheets are updated for 2017-18 catalog year and added to the Transfer Center web page in support of counseling faculty, students, and other community colleges to use the course requirements for reciprocity

    - **Created University Transfer Certificate** petitions for the University Transfer Certificates for the three options we offer. Consequently, the number of students who received these certificates increased by 3000% in spring 2107 compared to spring 2016.

- **Coordinated University Activities** - we coordinated and scheduled in-state and out-of-state University's visits and their activities on our campus such as tabling, and classroom visits to create avenues for students to connect with universities and receive transfer information directly from them. The number of university visits we scheduled increased in 2017-18, and among newly added to the list were UCLA, UC Santa Barbara, UC Riverside, UC Davis, Arizona State University, Brenau University, Cogswell University, and William Jessup.

- **Data Collection –** Used the self-report "contact information" form, "Data Sharing" program with UC campuses, and ADT list from the CSU System Office to identify most of the outgoing transfer students to UC and CSU. In collaboration with the Admissions Office, created a list of students who applied to private and out-of-state colleges and universities through the Common Application. With support of the Office of Planning, Research, and Institutional Effectiveness (PRIE) we were able to identify the new and continuing students with a transfer goal.

- Formed a new Committee to implement the Student Educational Transfer Pathways (**STEP**) program, a program to provide case management to our diverse transfer students, and to develop pathway services by to centralizing the efforts and information provided to students. This Committee consists of the counseling faculty in the Transfer Center and all counselors designated to a program, Promise Program, ESO Adelante, and Dean of Counseling.

- Continued conducting the **Transfer Advisory Board** meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College evaluate the Transfer Center activities, plan and implement transfer activities based on the available resources and external factors in an effort of streamlining the students' transition to a four-year institution.

- **Training and support to counseling faculty -** Continued to support and advise the counseling and instructional faculty on Transfer matters. In addition, provided training on different transfer topics

such as ADT to counselors and staff in other programs such as ESO, BTO, and Outreach on transfer requirements and opportunities.

- **Newsletter** - Composed and emailed at least 3 to 4 newsletters per semester to all students with a transfer goal to bring up-to-date transfer information on admission policies, deadlines, course requirements, and any other transfer opportunities offered by universities such as open house, Advising day, internships, scholarship etc. There are also emails to students who share the same goal such as those who are applying for TAG, are interested in ADT, or students who are preparing for the nursing program. These emails provide information that pertains to them only.

- **Webpage –** Continue to update the Transfer Center web page by updating transfer information and documents such as TAG and admission policies, deadline and fees, ADT information, adding CSU and UC majors, impacted programs, Articulations, deadlines, events, etc.

    Please see the [Cañada College Transfer Center Webpage.](#)

In 2016-18 academic year we were able to serve more students within the Transfer Center and reach our goal of increasing number of transfer students by 2%.

Hiring a new adjunct counselor in fall 2016 and reassigning 2.5 hours of one of the adjunct counselors in fall 2017 allowed the Transfer Center to have greater support and availability for our transfer students. We were able to provide an additional 710.5 contact hours with transfer students including accommodating evening students. We were able to develop 1381 Student Educational Plans since fall 2016.

We were able to review eligibility of 222 students who filed a petition for Associate Degree for Transfer for certificate in University Transfer. This increased the number of certificates awarded and allowed students who were not qualified for a degree, to receive a certificate and be part of the commencement before transferring to a university.

With additional support, we were able to participate in outreach activities and be present at our local feeder high schools. We visited 3 high schools where we discussed the transfer options and opportunities such as Honors Transfer Program, ADT ad TAG as well as services we offer in support of their transfer goal.

For marketing purposes we requested a color printer last year that helped us with developing more effective marketing materials. We continued encouraging students to obtain an Associate Degree for Transfer (ADT) before transferring, We update our promotional and informational materials such ADT worksheets, flyers, newsletter, and signs (electronic and hard copy) to keep students informed of the changes in the programs and newly develop ADT programs, and the benefits of having an ADT at the time of admission to a university. These forms and worksheets are used on daily basis by the counseling faculty at their counseling sessions and in their career classes, and shared by faculty instructors. Students also using them as a self-guide.

Current State of the Program
6A. State of the Program - Observation
Describe the current state of the program (include strengths and challenges).

During 2016-17 we had additional counseling support that provided additional contacts with transfer students and developed 477 additional Student Educational Plans. Having additional counselor in our Transfer Center allowed us to have continuity in our services when the full-time Transfer Counselor was appointed to the Dean's position.

This also allowed us to continue with our efforts to increase student's awareness of ADT programs. We focused more on ADT programs and encouraged students to plan and complete an ADT, if applicable, to enhance their admission status at CSU Campuses by receiving priority admissions.

As we inform students of ADT programs and its benefits, we have seen the impact on the number of students who applied for ADTs and the number of students who self-reported on their CSU admission application. In partnership with the CSU Campuses, the Transfer Center receives a list of students who self-reported on their fall or spring CSU application that they have or will complete an ADT degree. In exchange, the Transfer Center will follow up with the applicants and electronically verify the status of
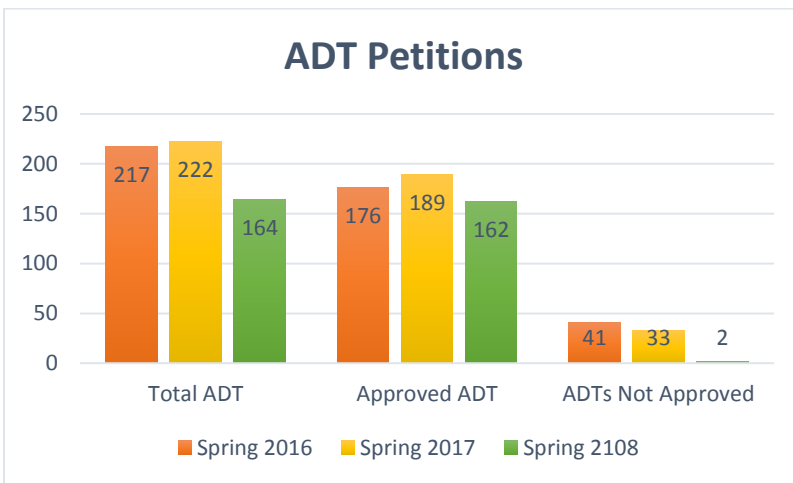
ADTs for each student on the list. The number of students on this list increased by 28%, from spring 2016 to spring 2017 (See the table below).

Expected to complete ADT	Number of students on the CSU List	Number of petitions Reviewed
Spring 2018	159	In-progress (200)
Spring 2017	179	222
Fall 2016	140	217

In spring 2018 the number of students on this list dropped by 11%. However, the number of students who received the approval at the time students petitioned has increased by 93%. This shows that students are more aware of the difference between ADT and Associate degree requirements and more correctly reports it on their admission application.

Although we made good progress on increasing students' knowledge on ADTs by creating promotional materials, worksheets, and incorporating ADT requirements in the Student Educational Plan, we are still not able to reach out to all transfer students, as 21% of students who filed ADT petitions did not know that they are qualified for an ADT to report it on their CSU applications.

ADT Petitions

	Total ADT	Approved ADT	ADTs Not Approved
Spring 2016	217	176	41
Spring 2017	222	189	33
Spring 2108	164	162	2

The following Chart reflects the breakdown of our ADT applicants for spring 2018 as of February 22, 2018:

Major	# of Petitions	Major	# of Petitions
Anthropology	1	Kinesiology	1
Art History	1	Mathematics	15
Biology	2	Nutrition	1
Business Administration	29	Philosophy	1
Communication Studies	15	Physics	3
Computer Science	8	Political Science	1
Early Childhood Education	24	Psychology	19
Economics	16	Sociology	12
English	5	Spanish	1
History	1	Studio Arts	2

According to the chart above, out of 24 ADT programs, students completed a degree in 20 ADT programs. Spring 2018 is still in progress as we are still following up with 62 students on the CSU list who have not met with a counselor to file ADT petitions.

We were also able to increase the number of UC TAG applicants by 32% and the number of UC applicants by 28%, (see UC Information Table below) for 2017 admission, which was due to additional staff support, additional workshops, Q&A Sessions, online recourses such as developing and posting a document summarizing the TAG criteria for all UC campuses, and creating all the necessary links to UC TAG information under the UC TAG page of the Transfer Center Webpage, and reminding students of the TAG deadline through newsletters and follow up emails. In fall 2016 when we assisted students with their UC TAG and UC application, we had 2 full-time counselors and a full-time Transfer Center Supervisor and an Office Assistant to support the activities within the Center. Consequently, we increased the number the applicant to UC by 28% and the number of students who enrolled at UC increased by 54% in fall 2017. As of today, the data reflects that there is a decrease in number of applicants for fall 2018, as we did not have one of our full-time transfer counselors and supporting staff.

During fall 2017 that we support students to file and complete their application, we lost one of the counseling positions, and supporting staff. This year we had opportunity to meet with students and examine students' coursework prior to submission of their UC TAGA application. We were able to assist and strategize students' TAG and UC applications before they submitted their TAG. Many students were not qualified for TAG, but they were able to apply to UC through general admission. As we monitor students TAG submission, the number of reported approved TAGs was 5% higher for fall 2018 compared to fall 2017.
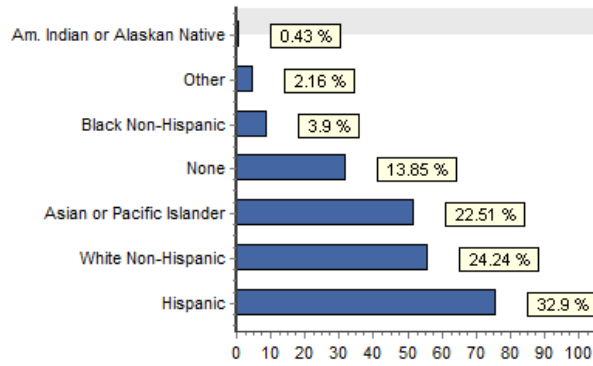
The drop in the number in 2018 is a reflection of higher cost of attendance at UC campuses and UC campuses becoming more selective with admitting students. As we reviewed and worked with students, we found that some students are expressing financial difficulties and some students were not academically prepared or did not meet the unit limitation requirements to meet the selective criteria. According to a survey we conducted at the Transfer Day in October, 92% of students who completed the survey, looked for Financial Aid and Scholarships availabilities.

UC Information Table		
Year	Number of UC TAG	Number of UC Application
2018	100	133+
2017	124	178
2106	94	138

In fall 2017 we were able to identify students with a transfer goal with the support of the PRIE Office. This helped us to target students by their major. For instance, we were able to identify and invite Nursing students and to bring to them the information about this impacted program. As a result, the number of participants increased 90% compared to a similar event in fall 2016.
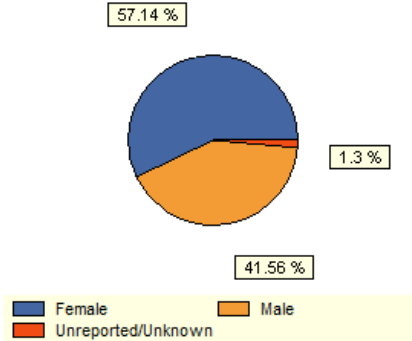
According to the data we collected, in fall 2017, we were able to identify the distribution of our transfer students' ethnicity and gender. According to the data 3.9% of transfer students were Black non-Hispanic student which is an increase of 0% compared to the previous year. Even though this is a small number and we still need to have more efforts to close the gap, but this chart reflects that we are serving a diverse student populations.

According to UC data out of 178 students who applied for fall 2017, there were 6 African American, 42 Hispanic/Latino, 40 Asian 55 white and 28 International students (from different ethnicity).

The following shows that the gap in gender of transfer students was is smaller compare to the ethnicity presented above.

The challenges we are facing are staffing, collecting accurate and real-time transfer related data, designated space for transfer activities, and external factors enacted by universities. Increasing the number of ADTs, CSUs, TAG, and UC applicants are a great reflection on our efforts, but also impacts the workload of the staff and counselors at the Transfer Center. Both ADT and UC TAG have a deadline to follow which also creates challenges with the limited staffing we have. Evaluation of each application can be complex, especially when students have records from different colleges. This uses time and resources as it requires several follow up sessions with students before finalizing the submissions and/or verifications. During this period, which is peak time, the transfer Program Supervisor also meets with students, reviewing TAG for Approval, reviewing ADT for verification while also coordinating the annual College fair, conducting the workshops, etc. We had only 10 hours a week of help with an Office Assistant, but we lost this support in fall 2016. Since then we rely on the support of a student assistant, which every often we lose them after investing on their training as they transfer or move out of the area. Also the level of responsibility and access that we can assign to them are limited.

Due to high demand to support transferring students during September, October and November, we were not able to visit classrooms in the fall term. In fall 2017 we had only one transfer counselor who also became the interim Honors Transfer Program Counselor and accepted the responsibilities of this position which included coordination time for Transfer Honors Program. To increase students' access to the Transfer Center, especially during the peak time, we reassigned one of the adjunct counselors' hours to the Transfer Center, but yet we dropped 42% of counseling hours at the Transfer Center. In spring 2018 we are back to having both counselors, however, we may lose the full-time adjunct counselor position in September 2018 since is funded by the A2B grant and that will end in September 2018. At the transfer Center the number of staffing is constantly changing and this makes it challenging to provide consistent services, visiting classrooms, and implement new programs.

As we stated in the previous review cycle, the lack of designated space for the Transfer Center activities is another challenge. Due to space limitation, we need to schedule all of our workshops in the afternoon, but most students were not able to attend because they were in the class, needed to leave for work or family obligations. This is a challenge to find a classroom with computers at different times of the day during the week to provide the workshops and accommodate the needs of all students. Lack of office space also limits us to schedule university visits to one campus per day.

The external factors that are beyond our control are the changes at the universities. For example the impaction of the programs at CSU and UC campuses and giving priority to the Student Services area has an impact on our students' transfer status which requires our guidance to strategize the application process. The new CSU application is another example that required a lot of our time to develop new workshops, train our counseling faculty and bring our students up to speed. Furthermore, unexpected and last minute changes to the process impacts the Transfer Center schedule. For example, the extension of applications and change in process of verifications. These require us to readjust our schedule to address the students' needs, and consequently we were not able to coordinate the activities to address the needs of other students who are in the pipeline but not ready to transfer yet.

6B. State of the Program – Evaluation
What changes could be implemented to improve your program? To include equity and access.

The changes for the next academic year will be in response to students' needs, and the Educational Master Plan, which is to provide support to students planning and completing their degree, certificate and transfer goal.

The data reflects that there is an increase in the number of transfer students. Even though, in Fall 2017, we met the ACCJC benchmark of 2% increase in the transfer rate, but there is still a greater need to increase transfer awareness and change the culture among students to be proactive in planning and completing their degree(s), certificate(s) and transfer goal.

For the next program cycle, we are planning to implement the Student Transfer Educational Pathways (STEP) program to streamlining the transfer process and provide support to all transfer students with any backgrounds, and at any level of education, and to engage them with their Transfer planning.

This is in alignment with the Student Success Initiative, and the Educational Master Plan, which requires intervention and intrusive support in providing students with transfer requirements, the essential information regarding the changes in the requirements, and selection criteria. To do so, we will continue with our efforts to collaborate with faculty to develop new programs and activities, and have classroom visits, both basic skills and transfer level courses. To expand students' options beyond CSU and UC campuses, we plan to promote exiting transfer agreements and to create new pathways to private and out of state universities. As the cost of UC campuses is rising and more programs become impacted at CSU campuses, students opt not to transfer. By providing other options that would be in their reach, students' retention will be higher and consequently, will increase the transfer rate.

The Transfer Center plans to continue the collaboration with Spark Point and the Financial Aid Office to provide workshops tailored to transfer students on how to find and mange financial resources in order to be ready when it is time to transfer. Many students will not apply because they cannot afford higher education, instead they join the workforce and transfer a few years later when they are more secure with their financial resources. According to another survey during the fall 2017 Transfer Day, 92% of students who completed the survey seek financial aid and scholarship information to fund their education. This indicates that the majority of students are depending on external financial resources to fund their education.
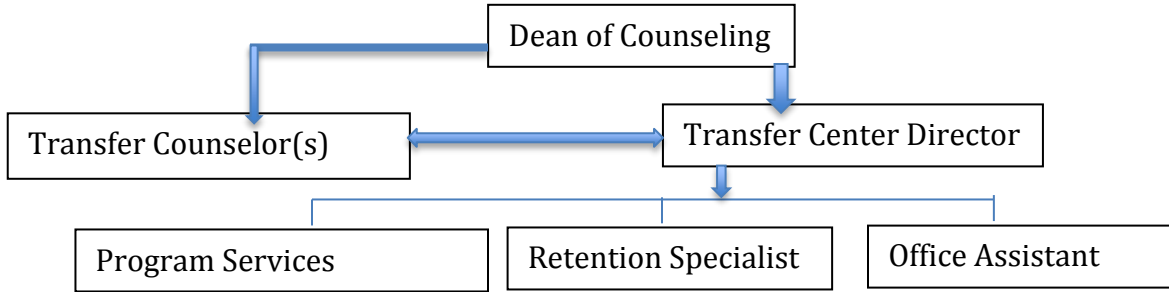
To provide consistent support to our students, we also plan to stabilize the Transfer Center's staffing by securing adjunct counseling, fulltime and part time, positions in addition to our full time tenure track counselor position, and reclassify to the Transfer Program Supervisor position to a Director position and to hire a retention specialist for the department.

To better serve our students, we also need to collect more accurate and real-time data in identifying our students and help to close or tighten the gap between student's equity and support students to take the last step to enroll at a university. For instance, out of 178 Cañada students who applied to UC campuses in fall 2017, 85% were admitted and 80% of admitted students were enrolled. Among admitted students 0.26% were African American and 75% of them were enrolled. The same data reflects that 22% of admitted students were Hispanic/Latino and 76% of them. Although this is great progress compared to prior year, we still need to close the gap, and gather similar data from CSU and other universities.

Additional plans for the upcoming review cycle is to increase the visibility of the Transfer Center by adding signage around campus and provide additional classroom presentations, and create/redesign existing space to accommodate more students.

To reach the above goals, we are requesting new equipment, repurposing the Transfer Center area by adding a work space and additional computers for students, and the following staffing for the Transfer Center:

Dean of Counseling

Transfer Counselor(s)

Transfer Center Director

Program Services

Retention Specialist

Office Assistant

Student Services Program Review Template

2016-17 SLO

Students who utilize the Transfer Center Services are able to learn about the application process, transfer selection criteria, Admission requirements, as well as identifying the financial resources.

2016-17 SAO

To increase the transfer rate and closing the transfer gap by enhancing the Transfer Center in-reach activities and, to increase students' awareness of the availability of the Transfer Center services and programs, and their transfer options.

These services provided by the Transfer Center can be **measured** by:

- The number of activities provided
- The number of participants
- Student survey to find whether the activities are beneficial

Summarize the findings of your program's SAO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

2016-17

As a result of the workshops, we supported 551 Students through workshops for all transfer students and workshop designed for EOPS and International Students as well as freshman students participating ion COLTS 1 and COLTS 2. This was 158% increase compared to 2016. There was a 28% increase in UC applications, and a 7.38% increase in approved degree petitions for ADT programs. The CSU System Office reported that there were 180 students from Cañada College applied to CSU campus for the fall 2017 who self-identified as an ADT recipient. This number has increased by 28% compared to fall 2016.

Based on a survey that we conducted at the Transfer Day in October 2017, students reported that the event helped them to explore universities offering their intended major, become more focused on their transfer path, and learned more about the admission policies and financial resources at the four-year institution. Detailed information about this data is listed under SAO results.

According to a survey distributed at Transfer Day, the annual college fair, out of 67 students who completed the survey students reported that the Transfer Day was a helpful event:

- Find at least two universities that offer your major: 82%
- Become focused in finding a major: 46%
- Seek out more information about transfer options and opportunities: 89%
- Learn about Admission policies: 70%
- Learn about the financial resources: 92%

7D. SLO Assessment Plan
Describe your program's SLO Assessment Plan.

We measured the students' Learning Outcome using:
- Pre and post surveys

<u>Pre and Post survey at the end of the transfer workshops</u>:

TAG Workshop - These surveys measured understanding of the TAG information, where to provide TAG criteria, how to complete the TAG application, and how to find additional resources.

CSU/UC Admission Application Workshop – this survey measured students understanding of the four-year university's application process (how and where to file the application), the admission requirements, and learn about the important admission deadlines.

Classroom Visit – provided information on basic transfer requirements, General education and selection criteria. We were able to increase the students' awareness on the following topics:

Golden 4 Courses by 75%
Basic CSU admission requirements– by 78%
CSU and UC application deadlines – 47%
Selection Criteria – 75%
General Education Certification Criteria – 78%

7E. SLO Assessment Results and Impact
Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

The pre and post survey was given to students at the Transfer Center workshops. The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer policies to CSU and UC campuses and policies about UC TAG. There were 551 students who attended the workshops, and the results of the survey indicates that the knowledge of students about the TAG, CSU, and UC admission policies, how to complete the applications, and the important deadlines increased after attending the workshops.

According to the pre-post surveys that were given to students after Transfer related workshops:

Admission Application - this survey measured students understanding of the application process for CSU and UC Campuses.

The results indicate that the workshops enhanced the students' knowledge in the following areas among students who did not have any knowledge prior to the workshop:

- How to begin an application for CSU, UC, private, and out-of-State Universities - Increased by 84%
- The transfer Admission application requirements which increased by 78%
- The important deadlines for submitting an application, transcript, financial aid, and Student Intent to Register, etc. - increased by 77%
- How to enter courses in the CSU application: 72%

Personal Insight questions workshops increased the students' knowledge who did not have any knowledge
- I know the purpose of these questions for admission to a university– by 87.5%
- I learned at least one tip/strategy that I was not aware of before, and it will help me to answer my questions more effectively – by 88%

The UC Transfer Admission Guarantee (TAG) workshop included information about this opportunity, the requirements, and the steps to complete the Transfer Admission Planner (TAP) and to apply for TAG. The results of the TAG survey indicates students' knowledge about this opportunity has increased. According to pre-and post-workshops, student awareness of the UC TAG increased:

- Know how to find the information about TAG – by 73%
- Application process - by 72%
- TAG requirements - by 59%
- How to complete the UC TAG Application increased by 60%

Transfer Day – During this college fair students had a chance to meet with 65 universities from in state and out of state to explore their options to continue with their education. The survey we conducted during this event reflects that students found the event beneficial as they could gather information they needed. The following reflects students' satisfaction with the information they gathered through this event:

1. After speaking with University representatives, I learned about at least one university:
   - Students Admission policies (major courses, general Education, GPA, UNITS, ECT.) – 74%

- Cost of attendance: 55%
- Available services that you may fit to your needs: 59%
- Available scholarship and financial aid 69%

2. Transfer Day helped me to find at least two universities that offer my major 84%
3. I don't have a major yet, but Transfer Day helped me to become focused in finding a major 55%
4. After attending Transfer Day, I was encouraged to seek out more information about transfer options and opportunities 84%
5. The guidance provided by counselors/mentors before meeting with university representatives was helpful 84%
6. What would you like to see at the next Transfer Day?
   More Private universities, veteran Schools, more CSUs, presentation before tabling to learn about general information, longer hours and incentive of getting extra credit to attend.

Looking Ahead

7F. SAOs and SLOs for the Next Review Cycle
State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement.

SLO

Students who utilize the Transfer Center Services are able to learn about the application process, transfer selection criteria, Admission requirements, impact of Associate Degree on their admission status, and able to identify transfer agreements opportunities as well as identifying the financial resources.

We will measure the students' Learning Outcome using:
- Pre and post surveys

SAO:

To unify and centralize the transfer information through workshops, events, and information sessions, training, and developing an online tool, and classroom presentations at different educational levels. Consequently, increase students' awareness of the availability of the Transfer Center and programs.

The following actions will be the Transfer Center SAO **Action plan** for 2018-19:
- Workshops:
- Exit interview session to actively engage students with their final transfer steps and orienting them to the new campus (university)
- Develop transfer informational/worksheets for freshmen and Sophomore students
- Classroom visits – remedial and Transfer courses
- Develop an exit orientation for students to ensure students meet the final steps before transferring
- Participate in division meetings to share and collaborate with faculty.

These services provided by the Transfer Center can be **measured** by:
- The number of activities provided
- The number of participants
- Number of students who reach transfer goal

Student survey to find whether the activities benefited students

To adequately staff the Transfer Center, and collaborate with faculty and other services to enhance and unified the information provided to students, and to secure adequate space for the Transfer Center activities.

PLANNING MODULE

Equipment:
- Transfer Center sign at the entrance of the building – to identify where the Transfer Center is located and provide directions – this not only informs students where the Transfer Center is located, it also informs students that there is support to help them with their Transfer path.
- Frames for signage – this can help us to promote the Transfer Center activities.

Technology:
Laptop- This is to use at the meetings and to assist students at on and off campus activities.
Computers for the center - Originally, the Transfer Center had 6 computers, however, all were damaged by a water leakage from the ceiling in the Transfer Center and 2 of them were never replaced.

Facilities:
- Designated location for Transfer Workshops and events, a Smart Classroom including access to computers for students

    It is important for students to have access a computer during the workshops, because they are working sessions that allow students to complete applications, draft essays, review their transcripts, etc.

- A designated office 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. During August and September students will have questions regarding TAG, and in January, they have questions on application updates.

If we schedule the university representatives' visits during the first week of school it has to be on drop-in basis through tabling instead of by appointment which does not provide privacy. In addition it does not give students enough time to discuss their concerns in depth.

Student Services Program Review Template

The transfer Center is planning to request a Retention Specialist
Reclassification of Transfer center supervisor to a Director position

In order for the Transfer Center to accomplish its goals as listed above, and to be able to reach and assist more transfer students, there is need for additional staffing. We propose to hire a full-time retention Specialist in support of the daily tasks, call and follow up with students.

Currently the Transfer Center activities fall on mainly on one person, who is responsible for Administrative duties and coordination of the events for the Transfer Center including planning and implementing all transfer activities, as well as working with students, attending meetings and conferences. We are planning to implement the STEP program, case management that requires follow up and extensive contact with students.

To meet the requirements of SB 1440, Cañada College developed 24 ADT programs effective fall 2017. As more Transfer Model Curricula are developed, the new programs will be developed, as there are two more will be added to Fall 2018 catalog year. This has a great impact on the Transfer Center load as the number of applicants also increased. Additional support will ensure that the Transfer Center will provide the information to students, follow up with all of the applicants in a timely manner, and assist them with the Transfer process at same time that responding to the ADT demands of creating new petitions, promoting and educating students about the program and requirements, reviewing the petitions, providing verification letters to students by the deadline provided by state, as well as continue supporting counseling faculty.

A Retention Specialist will be assisting the Transfer Center with:

- Provide basic transfer information to students
- Confer with the Transfer counselor and the Transfer program Supervisor to follow up with the students' progress
- Contact students regarding their transfer progress
- Monitor students' academic progress
- Make classroom presentations
- Promote the transfer activities via presentations and creating flyers
- Compile data and documents using different computer software
- Use database to enter, modify, retrieve online data to compose, format, and prepare correspondence, surveys, brochures, flyers, bulletins, reports, presentations, and other materials
- Track and maintain list of transfer students
- Assist with events planning

Another change in staffing is to reclassify the current position of the Program Supervisor to a Director position. To create additional transfer options besides CSU and UC campuses, we are developing new transfer agreements and pathways to private and out of state universities. The Transfer Program Supervisor is the point of contact where these universities are reaching out to establish these Transfer Agreements. Also to align with the responsibilities listed under "California Community College Transfer: Recommended Guidelines" (Page14-16), there is a need for this change.   Currently, the Transfer Program Supervisor is meeting all the responsibilities of the Director position as listed under this document, but not as a director.

Student Services Program Review Template

Professional Development is necessary to engage with the state-wide policy changes as well as within individual higher education intuitions. This will benefit the college as it will provide opportunities for new strategies and innovate ways to assist students transitioning to universities, and faculty in developing new courses. Some of the Professional development that is essential to the Transfer Center Program Supervisor:

To maintain currency in the area of Transfer, the programs request a travel budget of $2000 to cover the cost of the following:

- UC Counselor Conference
- CSU Counselor Conference
- UC Ensuring Transfer Success Conference
- TCDA/WACAC meetings
- TCDA Regional meetings
- Other Professional Developmental meeting/conferences such as Guided Pathways, Student Equity conferences, and leadership
- Other meetings as necessary/relevant to Transfer such as attending the informational meetings in state and out of state universities
- Hosting informational Session provided by universities such as UCLA information session as training tool for all faculty and staff

Each of the above meetings and conferences has a cost rage between $100 and $2000

The Transfer Center needs continues support from the Office of Planning, Research, and Institutional Effectiveness to identify Transfer students, collect data on the student's background and study their course taking behavior. This will help us provide and/or develop necessary services and programs for students in support of their transfer goal, collaborate with faculty and staff at other division and departments, and consequently, will increase the transfer rate and close the gap among transfer students, which is part of Educational Master Plan.

We also need additional training on ARGO, Dashboard, and clearing house to track transfer students to be able to reach out and create cohorts of students for specific majors.