

Student Services Annual Plan

SS Program Title

Transfer Center, A2B, and University Center

Date Submitted

Contact Person

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Executive Summary

Transfer Center

The Goal of the Transfer Center in 2013-14 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 to the Educational Master plan, objective 2.11. This was accomplished as the number students who applied to UC and petitioned for Associate Degree for Transfer increased.

This was due to increase in staffing (0.27), increase in the number of workshops, Transfer newsletters, adding additional information to the Transfer web page, collaborating with other Student Services such as counseling, EOPS, TRiO, A2B, Beating the Odds, Admissions Office and Outreach.

For the 2014-15 academic year, the Transfer Center plans to strategically prepare students for transfer by increasing students' awareness on the transfer admission requirements and selection criteria, the application process, developing transfer paths, and available resources

A2B and University Center

The A2B (Associate's to Bachelor's Degree) Program, a five-year effort funded by the Hispanic-Serving Institutions program of the US Department of Education to expand the University Center, will increase the number of bachelor's degrees offered on campus and provide academic support and case management services to Cañada College students preparing to enroll or already enrolled in University Center degree programs.

A2B Program's mission is to support the University Center by improving the transition from the associate degree to the bachelor's degree, bringing in new bachelor's degree programs and strengthening existing programs, and coordinating academic support services for A2B students. Transfer support is offered for any Cañada student who is interested in the majors offered through the University Center through its Transfer Pathway Program.

Support Services to A2B Transfer Pathway Program include:

- Transfer support in Psychology, ECE, and Business majors
- Major specific activities and lectures
- Master's level tutoring in Math and Writing
- Library research workshops
- Transfer workshops
- Dedicated A2B Counselor
- Peer mentoring

Currently, the University Center offers seven bachelor degree programs through four partner universities:

- **San Francisco State University** BS, Nursing
- **Notre Dame de Namur University** BS, Business Administration BA, Psychology BA, Human Services
- **National University** BS, Allied Health
- **Arizona State University** BS, Family and Human Development (Online) BA, Educational Studies (Online).

Services to University Center students include:

- University Center lab (Opening in Fall 2014)
- Master's Level Tutoring in Math and Writing
- Career Services
- BA Online Support Services
- Library Services

During the first year the A2B Project has increased the capacity of Cañada College to address the goals of the grant objectives in a number of ways. Progress during this initial year is evident in the following four categories: Developing Overall Project, Increasing Postsecondary Success of High-Need Students, Enabling More Data-Based Decision-Making, Improving Productivity and Financial Stability.

To set up the A2B Project, the following activities were conducted:

- All key personnel were hired, to include: Program Supervisor, A2B Office Assistant, University Center Program Services Coordinator, Transfer Program Services Coordinator, A2B Counselor, A2B Librarian, and A2B Researcher
- Office space for the staff was secured in the University Center and the Learning Center.
- A comprehensive strategic plan was created
- The A2B program increased the visibility of the University Center at Cañada College for the purpose of increasing successful transfer from the associate degree programs to four-year bachelor level programs, targeting place bound students in the surrounding area
- University Center Day, classroom presentations, and informational sessions with partner university representatives highlighted partner programs

The A2B program delineated the pathways for students in the major programs offered at the University Center, helping to ease the transition from an associate's to a bachelor's degree with clear articulation and print materials delineating clear pathways

Program Mission and Vision

Transfer Program Services' mission is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, empowering them to successfully reach their transfer goal, and to increase the transfer rate among students.

A2B and University Center program mission is to increase the number of Bachelor Degrees offered on campus and provide academic support and case management services to Cañada College students preparing to enroll or already enrolled in University Center Degree Programs.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- Career-Technical Education
 Basic Skills
 Transfer
 Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- Quality of Academic Life

- Diverse Culture
- Personal Support and Development of Students
- Student Success Programs
- Innovative Programs Preparing Students for the University
- Innovative Programs Preparing Students for the Modern Workforce
- Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

Transfer Center

The measurement of the **Transfer Center** program comprises the following methods:

- Pre and post survey at the Transfer Center workshops
- Survey including open-ended questions

A2B and University Center

Pre-Post /Open-ended Survey (Career Class)

Reflection on Data: *Provide a reflection on what the data means*

Transfer Center

Pre and Post survey at the end of the transfer workshops:

TAG Workshop - These surveys measured understanding of the TAG information, where to find detailed information about it, and how to complete a TAG application. The results of this survey indicates that out of 34 students who attended the TAG workshops, only 38% of students knew about where to find the information, 14% were not familiar with the TAG application process, only 20% were familiar with the requirements, and only 11% know how to complete an a UC TAG application. The results of the post survey reflect an increase of 47%, 66%, 67%, and 73% in each area respectively, in students' knowledge of the process.

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. The results of this survey indicates that out of 22 students who completed the survey, 93% of students learned about where and how to submit the application to four-year universities, become familiar with admission requirements, and 81% of students learned about the important deadlines. This reflects a 62 % and 68%, respectively, increase of students' knowledge compared to the pre-workshop survey.

Open-ended survey:

The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer options and opportunities, their intent to transfer, and the usage of the website. This survey was to measure the following:

1. Students' learning about transfer essentials such as UC TAG policies, Associate Degree for Transfer (ADT), and CSU and UC application process, using the Transfer website. The survey indicates that there were 55% of students who participated in the program and are planning to transfer learned about the ADT program options via the Transfer WEB page.
2. Through the same means, we also provided information about the CSU and UC websites and their transfer admission requirements. The results indicate that 69 % of 49 students who answered the survey question, learned about UC and CSU Admission policies via the Transfer Web site.

3. This survey also measured the effectiveness of the Transfer Center Newsletters that have emailed to students. The results indicated that 35% of the 40 students, who completed the survey, find the newsletters very helpful as they provided them with important transfer information.
4. Additional information from this survey reflects that 46% of students learned about TAG option, and 55% learned about the ADT programs from the revised transfer website.
5. The open-ended question also targeted students' needs for improvement of the program. One of the questions was what challenges, if any, are preventing students from transferring. According to the Survey results, 84% of students are not transferring due to the cost of attendance at the 4 year universities.

A2B and University Center

To measure our SLO, we surveyed 23 students in a Career and Personal Development course; CRER 137 Life and Career Planning. There were a total of 23 students who participated. The goal was to measure the student knowledge of the A2B Program and the University Center, with a particular focus on student and academic services provided, and degree programs offered at the University Center. We started the activity by providing a pre-survey with 4 questions, two relating to the A2B Program, and two that relate to the University Center. A post-survey was conducted after a short presentation about the A2B Program and the University Center.

- 87% increase in understanding of the services offered in the A2B Program
- 79% increase in understanding of the degree programs offered at the University Center

The data indicate this cohort is not aware of the A2B Program and the services we offer through our program. It's also indicative that this group is not aware of the University Center and the degree programs offered. This data shows that efforts need to be made to bring awareness of the program and services available to our student population.

Accomplishments: *List any program major accomplishments*

Transfer Center

Even with its limited staffing, the Transfer Center was able to accomplish most of the goals set last year.

Increased the staffing of the Center by 27% (10 hours a week)

Continued providing workshops on various topics related to transfer such as admission and TAG application, ASSIST, and financial resources. In fall 2013 offered 24 workshops that was a 50%, increase compared to fall 2012, and scheduled 10 workshops to be presented by university representatives in spring 2014 which is a 100% increase compared to Spring 2013. The impact of these workshops reflected on the number of AA-T/AS-T degree applicants and the number of student who took advantage of TAG. The information is listed in table 1 below.

Presented Transfer information to basic skill classes (English 826) career classes, visited Business classes provided them with the information on Business Administration, ADT degree.

Staffed an informational table on Tuesdays in the month of October and answered specific transfer questions to 45 students.

Provided filed trips in conjunction with TRiO, Basic Skills, and EOPS. There were 3 field trips to San Francisco, UC Davis, CSU Monterey Bay (Spring 2014 not yet taken place), a total of 50 students participated in these fieldtrips.

Reviewed Transfer Admission Guaranteed (TAG) 70applications and guided students through the process and followed up with them. There were 64 transfer students who filed the TAG application regardless of the increase in TAG standards and requirements.

Reviewed Associate Degree for Transfer (ADT), provided verification letters to 72 students who planned to transfer to a CSU campus and guided them on how to follow up with the CSU campuses in order for them to receive the benefits of this ADT degree. This number was a 115% increase compared to spring 2013.

Created worksheets listing course requirements for ADT degrees offered at Cañada College and added to the Transfer web page to assist counseling faculty, students, and other community colleges to use for reciprocity

Updated the Transfer Center web page with revised transfer flyers and documents such as TAG and admission policies, deadline and fees, links to universities' web pages and their application sites, information about college fairs, information about Associate Degree for Transfer (AA-T/AS-T) including the course requirement sheets.

Added a page dedicated to Articulation to the Transfer Center Web site, where students can find information about the private and out-of-state universities in addition to the CSU and UC articulation information.

Coordinated University activities on campus such as tableting, and classroom visits. Scheduled visits from UC, CSU, and Private Universities

Composed and emailed at least 3 newsletters per semester to self-identified transfer students, students participated in PEP program and all students via GWAMAIL 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, etc.

Updated all flyers and brochures

Collected and provided transfer data to various departments and offices

Created Banners to be placed in the quad

Created a brochure and banners for the Transfer Center

Coordinated two college fairs for transfer students and high school students in October, where students had an opportunity to meet directly with university representatives from 60 universities for Transfer Day and 72 for College Night. In fall 2013 events, there were presentations from Universities especially from out-of-State and Private universities. At Transfer Day, we were able to raffle prizes that enhanced the students' participations, and to conduct a survey

Continue coordinating the annual Transfer Achievements Award Ceremony for the transfer Students. The number transfer students who participated in spring 2013 was 17%higher compared to Spring 2012.

Continued conducting the Transfer Advisory Board meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College plan and implement transfer activities to streamlining the students' transition to a four-year institution.

Assisted students with their transfer plan including Student Educational Plan (SEP)

Continued to be the support and advise the counseling and instructional faculty on Transfer matters

Training Counselor faculty

Revised the external examination Charts for the college Catalog

Updated the GE sheets for the catalog and class schedule in response to students survey in the prior year

Created worksheet ADT degrees for the class schedule and the catalog similar to Associate Degree worksheet

Table 1: Transfer Achievements in 2012-14

Activities	2012-13	2013-14
Number of Students who filed TAG application	70 –Approval Rate 40%	66 – approval Rate 42% (still in progress)
Number of Students who applied to UC campuses	89 students	104
Number of AA-T/AS-T degrees	There were 44 students who self-reported and total of 34 were qualified	There were 84 students who self-reported and total of 71 were qualified.
Number of field trips (FT) and students attended	4 FT to 2 CSU and 2 UC 16 in Fall 2012	4 FT To 2 CSU, 2 UC 24 in fall 2013
Number of Transfer workshops	4 in Spring 2013	10 in Spring 2014
Number of students attended Student Achievements Ceremony - for Transfer recognition	151 (17% increase compare to 2012)	297 students declared that they plan to transfer in Fall 2014 as of April 2, 2014 The event is scheduled for May 9, 2014

A2B and University Center

Created first A2B Transfer Pathway Programs cohorts:

Early Childhood Education - 90 Students

Psychology - 34 student

Coordinated a University Center Day event

Began setting appointments for the A2B Counselor

A2B Librarian conducted a series of classroom presentations for University Center students

Conducted needs assessment/satisfaction/program awareness survey to University Center students, faculty, and ECE faculty

Completed year-one Annual Performance Review

Establish new partnership with National Hispanic University

Created case management system with Retention Specialist

Created a comprehensive strategic plan

Created A2B Evaluation Plan and Logic Model, which includes data collection measures

Collaborated with BTO, TRIO, Social Sciences Hub, ECE faculty, and Transfer Center

Raised Endowment of \$25,000 with the assistance of the SMCCD Foundation

Presented to the San Mateo Community College District Board of Trustees

Created our social media presence with the A2B Facebook page

Conducted our first students focus groups and faculty/staff campus survey at the end of the spring semester for program evaluation

Began development of summer leadership academy with transfer emphasis: COLTS Academy

Began looking into supplemental instruction for University Center students

Created and sent our first A2B student newsletter

Developed print media for outreach; A2B brochure, poster, flyer

Implemented Survey Gizmo membership form to track all A2B student interest

Set-up SARS for tracking Counselor, Program Services Coordinator, and Retention Specialist student appointments

Established Student Access for all case management services tracking

Implemented University Center faculty key and parking pass distribution procedure

Initiated online partnership with Arizona State University in Educational Studies and Family and Human Development bachelor programs

Hired Tutors to begin tutor services to A2B and University Center students

Began the development of the opening of the University Center Learning Center

Established library reserves specifically for University Center Student

Developing a University partner handbook

New graduate level partnership with University of California, Berkeley (outside of A2B grant)

Conducted a series of transfer/career-related workshops for A2B students:

Workshops	Term	Student Participation
Early Childhood Education (ECE)	Fall	39
Technical Workshop	Fall	38
ECE Technical Workshop	Fall	33
ECE Technical Workshop	Spring	27
Transfer Presentation (SLO)	Spring	41
Topics of Interest (TOI) Speaker Series – Professor Bob Lee	Spring	102
TOI – Professor & Congresswomen Alicia Aguirre	Spring	16
TOI – Professor Ami Smith	Spring	15
TOI – Professor Lezlee Ware	Spring	30
TOI – Assemblyman Rich Gordon	Spring	35
ECE Technical Workshop	Spring	36
ECE Technical Workshop	Spring	49
Understanding the Psychology Major	Spring	30
Transfer as a Psychology Major	Spring	

Changes in your program this year: What changes has you seen in your program, and why do you think these changes have occurred?

Transfer:

As a result of the activities and services provided in the 2013-14 academic year, the Transfer Center reached its goal of increasing the number of transfer students by 1%.

With 50% percent increase in workshop offerings, additional information on the transfer web page, adding worksheets for each ADT program to the Transfer web page, and emailing the transfer newsletters, the number of UC applicants increased by 17%, and the number of ADT petitions increased by 115% compared to 2013.

However, due to external factors the number of TAG applicants was slightly lower (4%) compared to last year. These factors that disqualified some of the students include the changes made in the requirements by the receiving institutions such as requiring higher GPA for TAG, (raised from 3.1 to 3.2 - 3.4), and completion of the basic admission requirements (English, critical thinking, and math) by the summer prior to filing the TAG application. Although the number of TAG applicants declined, the acceptance rate was 2% higher compared to fall 2013.

The data shows that the workshops and newsletters provided were helpful to students as they increased their knowledge on TAG and ADT opportunities as well as completing the application, and understanding the admission policies.

The data also reflects that students were proactive in planning their transfer path by attending the transfer Center related activities. The number of students attended the workshop in fall 2013 was 190 which reflects 71% increase compare to fall 2012. Also the number of student participants at the annual college fair (Transfer Day), in October 2013, was 17.5% higher than the event in October 2012.

Via a survey conducted at the Transfer Day in October 2013, Students reported that the event helped them to explore universities offering their intended major, become more focused on their transfer path, learned more

about the admission policies and financial resources at the four-year institution. The detailed information about this data is listed under SAO results.

The increase in staffing, even though it is 10 hours per week, had a great impact on the Transfer Center because it allowed us to maintain a more accurate list of Transfer Students. As a result, more of the transfer students received the transfer newsletters and information, and became aware of the existence of the Transfer Center. For instance, the number of students who became aware of the annual Transfer Achievement award Ceremony in May increased to 287 (as of April 2, 2014) which reflect a 97% increase compared to the event in May 2013.

Due to limited staffing and budget, the Transfer Center was able to post in the transfer posters in each classroom. Due to limited staffing the classroom visits were limited to a few career courses and presentation to basic skill courses at the transfer Center. Some of the presentations were provided after the business hours, on personal time.

A2B and University Center

One major change we saw with our program is that we lost a partnership program with National Hispanic University. They were starting their first program cohort in spring of 2014, offering course work towards a Bachelor Degree in Early Childhood Education. Due to financial challenges, their institution had to close their doors. We had to work with students who were preparing to transfer to NHU and help them transition to other transfer programs. We are currently looking for a replacement program to serve our ECE Transfer Pathway students. We currently are working with about 90 students in the ECE Transfer Pathway Program and need a transfer program at the University Center to better serve this population.

We also had significant changes in our organizational structure. Our program is now under Student Services and as a result we have seen an increase in visibility of the program, increased opportunities to collaborate with other student support services programs, and an increase in professional development opportunities that strengthen our capabilities to support student success in transfer.

Changes for Next Year: What changes, if any, do you want to make in your program for next year?

The changes for the next academic year will be in response to students' requests, and changes in the requirements at the receiving institutions, the state-wide initiatives SB1440 and SB 1456 (Student Success Initiatives), and the Educational Master Plan to support the success, retention and persistence of students in their transfer educational goals and transfer Completion rate.

According to the data provided by the Office of Planning, Research, and Institutional Effectiveness, 47.6% of students have a goal of transferring to a four-year institution and 86% of students are taking transfer courses. Although, this is an increase compared to fall 2012, and there is 82% retention rate among students with transfer goal, but still many students do not take the step to apply to universities. According to the survey, 84% of students are not transferring due to the cost of attendance at the four-year institution. Based on this information, the Transfer Center plans to increase students' awareness of the financial resources available to them.

In alignment with SB 1456, the Student Success Initiative, and the Educational Master Plan, the Transfer Center is planning to develop pathways to assist students reaching their transfer goals. This 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, there will be more classroom visits, and focused

brochures and/or flyers that are related to the students' major and educational level such as freshmen, sophomore and junior level.

In the 2013-14 Academic Year Cañada College had two additional ADT programs and only one program contributed to the increase of students petitions (8%). However, in 2014-15 there will a total of 5 to 10 additional new programs, for a total of 17 to 19 programs. The Transfer Center will continue to inform students of the ADT option and the new programs offered under this option and assist them in understanding the requirements. Also we will assist students with the ADT process and path to the CSU campuses, using different tools and meeting with students one-on-one and in the classrooms.

The data reflects that there is an increase in the number of transfer students. However, to meet the ACCJC benchmark of 2% increase in the transfer rate, there is still a greater need to change the culture among students to be proactive in their transfer planning.

A2B and University Center

- Increase the number of partnership programs offered at the University Center
- Outreach to students about the A2B Program and the University Center degree offerings
- Increase the number of student membership in the A2B Transfer Pathway Program
- Open the University Center Learning Center Lab
- Hire faculty lead for the Business Transfer Pathway Program
- Hire remaining Transfer Pathway Program Peer Mentors, in collaboration with BTO
- Increase number of students who receive academic counseling from the A2B Counselor
- Implement the "Get Focused, Stay Focused" service for A2B students
- Implement supplemental instruction for University Center students
- Provide access to a comprehensive textbook reserve for University Center classes
- Implement a leadership component to the A2B Program

Continue to outreach to Canada faculty, staff, and students about our programs and services

Student Learning Outcomes:

Describe your student learning outcome and the results you have from last year as follows:

Student Learning Outcome

Assessment Results

Evidence/Analysis

Use of Results

SLO for Next Year

Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

Transfer Center

The SLO for the 2013-14 year was: "Students who utilize the Transfer Center services are able to identify transfer options and learn how to begin an application for CSU, UC, private, and out-of State Universities. This is similar to last year's SLO, because the transfer process and planning is complicated and is constantly changing. For instance, there are changes in SB1440, and there will be additional changes.

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 190 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 on:

1. How to begin an application for CSU, UC, private, and out-of State Universities:

- Increased by 100% among students who did not have any knowledge
- Increased by 85% among those who had some knowledge
- Increased by 114% among those students who had prior knowledge

2. The transfer Admission application requirements which increased by:

- Increased by 100% among students who did not have any knowledge
- Increased by 92% among those who had some knowledge
- Increased by 100% among those students who had prior knowledge

3. The important deadlines for submitting an application, transcript, financial aid, and Student Intend to Register, etc.

- Increased by 100% among students who did not have any knowledge
- Increased by 50% among those who had some knowledge
- Increased by 333% among those students who had prior knowledge

(See Chart 1)

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. As indicated in the chart below, student's awareness of the TAG application Process, TAG requirements, and learned to be resourceful to gather information on-line.

(See Chart 2)

In addition to the workshops, the CSU, UC and Private universities' information was provided on the Transfer Center web site. Consequently, there was increase in the number of students who applied to UC campuses and for ADT. The chart below reflects the changes for the last 3 years:

(See Chart 3)

A2B and University Center

SLO: Students will identify two student support services the A2B Program provides.

Assessment Results: 87% increase in understanding of at least two services offered through the A2B Program.

Evidence/Analysis: A small percentage of the students measured had a basic understanding of the services offered through the A2B Program prior to the presentation. The A2B Program has existed a little over a year, and considering we are new to the campus, this data illustrates the need to continue efforts to outreach to our student population.

Use of Results: A2B and University Center staff will increase the visibility of the program to better serve our student population. We will offer more classroom presentations, create a campus newsletter, work closely with counseling staff to offer continual informational presentations of programs and services, and continue to collaborate with other transfer-related student and academic support services to reach a broader audience (BTO, TRIO, EOPS, Learning Center, Career Center, Transfer Center, etc.)

SLO: Students will identify two bachelor degree programs offered at the University Center.

Assessment Results: 79% increase in understanding of at least two degree programs offered at the University Center

Evidence/Analysis: A small percentage of the students measured had a basic understanding of the degree programs offered at the University Center prior to the presentation. The University Center has been in existence over ten years and this data illustrates the disparity in knowledge and understanding of what is offered at this site. This data also illustrates the need to continue efforts to outreach to our student population to inform them of the transfer opportunities available at the Canada campus.

Use of Results: The A2B and University Center staff will increase the visibility of the center and the transfer opportunities available. We will incorporate University Center partner staff (recruitment/admissions/faculty) in our outreach efforts. We will include University Center programs in our classroom presentations, highlight them in our A2B campus newsletter, work closely with counseling staff to offer continual information of degree programs and University Center academic support services, and continue to collaborate with other transfer-related student

and academic support services to reach a broader audience (BTO, TRIO, EOPS, Learning Center, Career Center, Transfer Center, etc.)

SLO Changes: If you are changing your SLO(s), please describe why

- Keep same one(s)
- Created new one(s)

SLO Changes: If you are changing your SLO(s), please describe why

Transfer Center

The SLO for 2014-15 academic year is: "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.

The SLO for 2014-15 year is slightly different from the last year's SLO, but it is still in alignment with the Educational Master Plan and the mission statement of the Transfer Center. The transfer process and planning is complicated and is constantly changing. The new SLO not only carries on the last year SLO, it is also to ensure students understand the specific admission and selection criteria as well as understanding how to become resourceful in funding their education. This is in response to the survey result that reflects high cost of attendance at 4-year universities as main reason for students not to transfer.

A2B and University Center

Given we are a new program; we plan on keeping the same SLO for next year. We would like to use the next year cycle to implement some outreach strategies, bring in new partnership programs that meet student's needs, and see if these aspects change the results of our SLO.

SLO Relationship to Strategic Directions: Check each of the college's Strategic Directions that your SLO addresses

- Teaching and Learning
- Completion
- Community Connections
- Global and Sustainable

SLO and Strategic Directions: Describe how your SLO relates to the strategic directions

The SLO of both Transfer Center and A2B Programs have a direct relation with the College Strategic Direction of "Completion" as both programs are providing avenues to empower students reaching their educational goal of transferring.

SAO Action Plan:

List your SAO for the upcoming year and describe the Following:

Student Learning Outcome

Activities to Achieve the SLO

Assessment Measures

What do you expect to learn

Transfer Center

To accomplish the SLOs listed above the Transfer Center plans to take the following actions to reach freshmen, sophomore, and junior students:

- Continue with Transfer related workshops
- Create a transfer poster and brochures
- To create posters to address the admission selection criteria
- Create step by step transfer plan with a timeline
- Create a chart with the steps of the transfer process
- Provide information about the online and/or in-person advising with the universities
- Add information about financial resources at four-year universities to the webpage
- Offer College fair
- Transcript Evaluation booth at the transfer fair and during the Transfer Month
- Classroom Presentations
- Continue collaborating with other Students Services area

The Transfer Center SLO will be **measured based on:**

1. Student surveys
2. The data collections on the number of transfer Students requesting information on:
 - a. TAG
 - b. Admission UC
 - c. Admission to CSU
 - d. Associate Degree for Transfer (ADT)
 - e. Admission to private and out of state Universities

The Transfer Center expects to see a 2% increase in each of the following categories:

- Number of students transferring to a four-year university by the end of 2014-15 academic year (July 1st, 2015)
- Number of students completing an ADT
- Number of students applying to UC campuses

A2B and University Center (SLO Action Plan for 2014-15)

To accomplish the SLO for next reporting cycle, the A2B Program and University Center's action plan is as follows:

- Offer more classroom presentations, particularly in the majors we support (Early Childhood Education, Psychology, and Business)
- Add Business Transfer Pathway Program cohort – working with business faculty to design and implement support services
- Target new incoming students through summer leadership program – COLTS Academy
- Create a campus newsletter
- Work closely with counseling staff to offer continual informational presentations of programs and services
- Continue to collaborate with other transfer-related student and academic support services to reach a broader audience (BTO, TRIO, EOPS, Learning Center, Career Center, Transfer Center, etc.)
- Develop a program brochure
- Continue to update website
- Continue to update Facebook page and obtain followers

The A2B SLO will be **measured based on Student Survey**.

Service Area Objectives:

Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

Transfer Center

The Transfer Center met the SAO goals, which was to provide workshops and transfer related activities such as a Transcript evaluation booth, Transfer Achievement Ceremony, and College fairs.

The transfer Center increased the number of workshops by 50% and consequently increased the number of participants to 190 students which was a 71% increase. As a result there was a 17% increase in UC applications, and a 115% increase in ADT degrees. The CSU System Office reported that there were 80 students from Cañada College who applied to at least one CSU campus for the fall 2014 who self-identified as an ADT recipient.

Also the number of students who participated at the transfer Achievement Ceremony has increased compared. This reflects that students are reaching their Transfer goals and become transfer ready students. Please see the graph below:

(See "Student Achievement Ceremony" Chart)

There was an increase of 17.5% in students' participation at the annual college fair in October 2013 compared to the event in 2012. According to a survey at this college fair, out of 87 students who completed the survey students reported that the Transfer Day was a helpful event:

- Find at least two universities that offer their major: 86%
- Become focused in finding a major: 54%
- Seek out more information about transfer options and opportunities: 87%
- Learn about Admission policies: 83%
- Learn about the financial resources: 71%

Adding a 27% supporting staff to the department was a great addition to the department and made a difference in collecting and compiling a list of transfer students. This was a great achievement because it helped the Transfer Center to bring the transfer information to more students as they were identified. This position was also helpful during the TAG and ADT peak time in reaching and following up with students regarding their petitions/applications. Also, this position provided clerical support.

All the Transfer Center activities still remain with the Transfer Program Services supervisor, who is responsible for the program review, budget, state report, providing reports as requested, coordinating the Transfer Day event, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving and updating the Transfer WEB Page, reviewing ADT petitions and provide verification letter to all applicants as required by state, and review the Transfer Admission Guaranteed (TAG) and admission applications, counseling students regarding ADT, TAG, transfer planning, degree completion, review incoming transcripts, and completing Student Educational Plans (SEP) in addition to participating in several committees such as the Transfer Honors Program, curriculum committee, and the Student Services Planning Council. In addition the Transfer Program Services Supervisor provides training to faculty and staff and has been a support for the Counseling faculty, and participates in regional and state-wide meetings and conferences.

A2B and University Center

SAO: Increase the number of bachelor degree programs offered at the University Center that meet student transfer needs.

We began with six-degree programs at the start of this reporting cycle, and ended with seven. The one program that is no longer at the University Center is the Bachelor's Degree program in Early Childhood Education with National Hispanic University. We created a Transfer Pathway program for ECE students in the A2B Program, and as a result of losing the NHU degree program we had a cohort of students who are looking for a viable transfer institution. The impact on the quality and the success of the A2B program was substantial. We see the need to bring on stable programs that will commit to the success of our students and meet their transfer needs.

Service Area Objectives: Next Year

Describe the Service Area Objectives for next year:

Service Area Objective

Activities to be Conducted

Assessment Measures

Why this was selected

Transfer Center

SAO will be similar to last year: to enhance the Transfer Center in-reach activities such as classroom presentations at different educational levels, to increase students' awareness of the availability of the Transfer Center and programs.

The following actions will be the Transfer Center SAO Action plan for 2014-15:

- Continue providing transfer activities such as workshops
- Creating transfer guidelines
- Classroom visits – remedial and Transfer courses
- To create posters and Banners
- Offer promotional materials (depending on the budget)
- To maximize resources:
 - The Transfer Center will continue working with faculty and staff to improve disseminating information to students and gathering data on students need.
 - Collaborate with A2B Program to reach cohort of students in at least 2 programs in Social Sciences

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

- The number of activities provided
- The number of participants
- Students survey to find whether the activities will benefit students

A2B and University Center

To accomplish the SAO for next reporting cycle, the A2B Program and University Center's action plan is as follows:

- Work closely with the President, Vice President of Instruction, and Vice President of Student Services to bring in new partnerships
- Work with the Workforce Development office to assist in identifying workforce-related needs
- Continue to build cohort transfer pathways to support new partnerships
- Pursue on-line Bachelor Degree programs that meet student transfer needs

The SAO can be measured by:

- The number of Bachelor Degree programs offered at the University Center
- The number of partnership agreements with four-year institutions

The number of student cohorts in University Center programs

Relationship to EMP Teaching & Learning: Check any EMP Teaching and Learning Objective that relates to your Service Area Objective

- 1.1 Assess SLOs
- 1.2 Flexible course scheduling
- 1.3 Professional development
- 1.4 Student engagement
- 1.5 Facility Planning

Relationship to EMP Completion: Check any EMP Completion Objective that relates to your Service Area Objective

- 2.1 Connections and outreach
- 2.2 Assessment testing
- 2.3 Orientation
- 2.4 Student pathways
- 2.5 100% FAFSA
- 2.6 Intentional counseling
- 2.7 Basic skills effective practices
- 2.8 Mentorships
- 2.9 Degrees and certificates
- 2.10 Career center
- 2.11 Transfer center
- 2.12 Monitor student success

Relationship to EMP Community Connections: Check any EMP Community Connections Objective that relates to your Service Area Objective

- 3.1 Community outreach advisory group
- 3.2 Community advisory group
- 3.3 Service learning
- 3.4 Contract education

Relationship to EMP Global and Sustainable: Check any EMP Global and Sustainable Objective that relates to your Service Area Objective

- 4.1 Sustainability and Social Justice groups
- 4.2 International and University Centers
- 4.3 Sustainability in the curriculum
- 4.4 Sustainability awareness

Resources: Faculty and Staff:

Describe your new staff needs:

Position Title

FT/PT (%)

Rationale

Transfer Center

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 staff by proposing to hire a full-time coordinator in support of the daily tasks, and a designated counselor.

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.

To meet the requirements of SB 1440, Cañada College developed 9 ADT programs effective fall 2013 which is a 22% increase from fall 2012. Effective fall 2014, there are 13 ADT programs offered at Cañada and there are 4 more pending state approval. As more Transfer Model Curricula are developed, the new programs will be developed. 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 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 Program Services Coordinator will be assisting the Transfer Center with:

- Compile data to identify the gap and increase retention among Transfer students
- Track and maintain list of transfer students
- In reach activities-promoting the events- announcements
- Classroom Presentation
- Assistance in coordinating the events including field trips to universities
- Coordinating the events with four-year universities
- College Fairs
- Provide information to students more effectively
- Use database to enter, modify, retrieve online data to compose, format, and prepare correspondence, surveys, brochures, flyers, bulletins, reports, presentations, and other materials
- Assistance with scheduling and coordinating the representatives visits
- Compile supporting documents/data

A2B and University Center

A2B Program has no request for additional staffing for the 2014-15 academic year.

Resources: Professional Development: List your area's professional development needs

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 \$1000 to cover the cost of the following:

- Meeting related to SB 1440 and SB 1456
- UC Counselor Conference
- CSU Counselor Conference
- UC Ensuring Transfer Success Conference
- TCDA/WACAC meetings
- TCDA Regional meetings
- Other Professional Developmental meeting/conferences
- Other meetings as necessary/relevant to Transfer such as attending the informational meetings

Each of the above meetings and conferences has a cost rage between \$100 and \$1000.

Resources: Equipment: Describe the equipment you need

N/A

Resources: Technology: Describe the technology equipment you need

N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

Transfer Center

Due to closure of the CPEC website, transfer data for 2011 and forward will require other resources to acquire; such as the National Clearing House. It is crucial to work with the College researcher to gather information in order to determine our transfer students' paths for transferring to four year colleges/universities, the retentions, and to identify the group of students who may need additional support in the transfer process.

A2B and University Center

- AA/AS Degree Completion data (with student demographic info)
- Transfer rate (with student demographic info)

Declared/undeclared major data (with student demographic info)

Facilities Requests: *Describe facility requests you have*

Classrooms for workshops, an office for University Reps., and an office space for A2B Program Supervisor.

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*

N/A