

CAN Program Review (Student Services) - Transfer Center (Odd Year)

Program Review Narratives

2019-2020

Student Services Program Review (SSPR)

Lead Contact Person: *Soraya Sohrabi

Writing Team: Soraya Sohrabi

Executive Summary

0. Executive Summary: Transfer Center

The Transfer Center has become a resource to programs and services as well as Counseling and instructional faculty. While supporting different programs such as Promise, EOPS, CWA, STEM, Honors Transfer Program, and supports students one on one and in groups with their transfer case and planning.

We were also able to support students to take advantage of the Associate Degree for Transfer (ADT) and UC Transfer Admission Guarantee to enhance their admission to CSU and UC campuses.

The Transfer Center also had the opportunity to use 3 hours of the Retention Specialists time for the Counseling Department which allowed us to be more strategic with identifying and following up with students who have transfer as a goal.

We increased the number of workshops based on students' needs and in support of the College mission and added additional information to the Transfer Center web page. We also had an opportunity to collaborate with other services and programs, such as the Financial Aid Office, Counseling, Articulation, EOPS, TRIO, ESO Adelante, Promise, TRIO, BTO, the Admissions Office, and Outreach in providing the transfer information and reaching out to the campus community.

The main challenges we encounter are collecting accurate transfer data, staffing, and designated facilities to conduct transfer workshops and provide office space for university advisers as well as external factors such as changes in UC and CSU policies and enrollment management. It is always challenging to track transfer students and finding where and when they are enrolled since we do not have access to the universities' records.

It is also challenging to develop programs to enhance the transfer support services due to limited counseling hours and staffing. As the college is developing Guided Pathways, and implementing AB 705, students start their transfer path as soon as they enroll at Cañada College. This requires us to be more proactive in preparing students with their transfer goal, and limited staffing is a great challenge to reaching out to all of our Transfer students.

For the 2019-20 academic year, the Transfer Center plans to continue preparing students for transfer by increasing students' awareness of transfer planning, admission requirements, selection criteria, the application process, and funding their education. We plan to centralize and unify transfer related information and to develop strategies to reach out and follow up with all Cañada students with transfer as their goal and encouraging them to complete at least an Associate Degree and/or certificate, when it is possible, before transferring. We also plan to continue our collaboration with other departments, increase the number of staffing and counselors in the Transfer Center to create consistent support and be able to reach out to students and develop programs, and to create/redesign designated space for transfer activities.

Program Context

1. Mission: The Transfer Program's mission is to:

1. 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, and when is possible complete a degree and/or a certificate.
2. Strengthen collaboration with four-year universities and feeder high schools to create opportunities for students
3. Increase the retention and transfer rate among students.

This is in accordance with the college's mission to "create equitable opportunities for students to achieve transfer, career education, and lifelong learning educational goals". This also in accordance with College's strategic goals of "Completion and success" and "Community Connection".

2. 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. The Transfer Center works closely with Counseling and instructional faculty and many programs in the Student Services and Instructional departments such as Honors Transfer 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. These collaborations strengthen the program and 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 assisting students to search and select potential transfer universities and options including evaluating the cost of attendance. We also assist students to explore and plan opportunities that may enhance students' admission to a university such as Transfer agreements with the universities, and/or completion of an Associate Degree for Transfer.

The Transfer Center staff and counselors meet with students 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 support students through the transfer process by guiding them with the admission applications, Transcript evaluations, Transfer GPA calculations, and appeals to the universities' decisions.

In addition, provide training and guidelines for counseling faculty on admission applications, universities' admission policies, Associate Degree for Transfer policies, changes made in the programs at the university, and Articulation.

The Transfer Center offers workshops on a 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", "Transfer Orientation", "major exploration", "UC Personal Insight Questions", and "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, and 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 panels on majors, such as the Nursing Program. We also connect with local feeder high schools by providing presentations to high school students, their parents, and high school counselors.

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 & Labor Needs: The Transfer Center plans to continue building 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.

4. Equity & Access: Transfer Center assists diverse students' population and the services provided are all equally available, to all students, whether it delivered in-person or online.

Looking Back

4. Major Accomplishments: The following reflects our major accomplishments at the Transfer center:

- Staffing – Effective spring 2019, the Counseling Department assigned their Retention Specialist to work with the Transfer Center 3 hours a week. With this additional support we were able to identify transfer students in a timely manner, and be able to extract those who have Cañada as their primary college. To be proactive with students who might be applying for admission to a four-year university in the upcoming fall term, we followed up with 115 students who have completed 30+ units

and have a GPA of 2.4 or lower. We have contacted them via email and phone to inform them they are potentially qualified for academic renewal. We also notified all students with a transfer goal that they need to update their Student Educational Plan, determine their academic standing, and whether they plan to transfer Spring/Fall 2020 in preparation of upcoming registration and completing the CSU and UC application. They were also informed of the many services the Transfer Center provides, upcoming workshops, major exploration, and support with admission applications.

Hiring student assistant for 12 hours a week. Make phone calls, clerical support, and post flyers, some research with universities programs

- Workshops – we continued providing a variety of workshops on different Transfer related topics based on students' needs, such as Admission application for in state and out of state universities, Admissions essays/Personal insight questions for UC Admission, UC Transfer Admission Guarantee (TAG), Transfer Admission Planner (TAP), Transfer Orientation, Selecting a Major, Associate Degree for Transfer (ADT) programs and CSU Impactions, Nursing application, Financial Aid, and Next Step after Application, Exit Interview etc. We provided a total of 60 workshops in 2018-19, 37 in fall 2018, 17 in spring 2019, 6 in summer 2019. We increased the total number of our workshops by adding new topics and workshops in the evening, as well as offering more sessions during the day. Within these workshops we served 666 students during 2018-19 academic year which was an increase of 21% compare to 2017-18.

We also provided a variety of transfer related and scholarship workshops for other programs such as EOPS, ESO Adelante, Colts CON, STEM programs.

- Students Achievement Recognition Reception – During this annual event, we recognize the accomplishments and the leadership of our students who reached their transfer goal and are recipients of scholarships as well as, those students who completed the Honors Transfer program, and those who provided tutoring and participated in STEM. The Transfer Center and Financial Aid Office collaboratively planned and developed this event. Among students, we recognized our transfer students for their great work, their determination, and persistence regardless of financial, and many other challenges they encountered. This year we had over 355 students who applied to four-year universities. Many of the individual students applied to more than one UC and CSU Campuses as well Private and Independent Universities in California, and out of state universities. Many of these students were accepted to all the universities to which they applied to including the University of their Top Choices. According to data we received from some universities, there were 23% admit rate with UCLA, and 77% with CSU East Bay for fall 2019. Among the transfer students who participated in the Students Recognition and Award Reception in May 10th, 2019, 86% received scholarships. In addition to the internal Scholarships, we had a student who was the recipient of \$20,000 Pister Leadership Opportunity Program Scholarship from UC Santa Cruz. Another student was the recipient of Regents' and Chancellor's Scholarship from UC Berkeley. The third student was granted a Full Tuition and Fees Scholarship from Menlo College. Among our transfer students, there are 234 students, who also received at least one Associate Degree for Transfer, which is 70% of our transfer cohort.

- Transfer Day – Coordinated and hosted College fair, (Transfer Day) in October, where students had an opportunity to meet directly with 53 university representatives from in-state, and out of state. In Fall 2018, There were about 300 students in attendance and according to a survey students expressed that the Transfer Day gave them the 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 fall 2018 planned and coordinated Nursing information panel for our students interested in allied health field. There were 4 universities from public and private universities in attendance and it was well received by students.

In addition, we hosted another Nursing event hosted by ORBIS Education that introduced Nursing programs at in state and out of states partner universities. We had 30 students in attendance, and they were all excited to explore new options.

- Collaboration with Spark Point – Starting Spring 2019, the Transfer Center began a new collaboration with Spark Point in guiding students to compare the cost of attendance between community colleges and four-year universities and to find the cost of attendance at four-year university and to receive incentives. The goal was for students to learn and start early on financial planning. This helped students to identify the differences in cost of attendance, and how early planning and budgeting will help them to transfer on time. Even though this was a new initiative, we were able to guide about 12 students with this process in a 2 month time period.

- Connecting to High School Community-Presenting transfer information to our high school students, their parents, and

high school counselors at various events at our campus including “High School College Connection”, and at local feeder high schools.

- On campus events participation– staffed tables at various events to introduce the services offered by the Transfer Center and answer students’ transfer related questions. Some of the events that we were able to staff with a transfer table were at Club rush, Promise Program welcome day, “we heart Social Sciences”, connect to college, and Social Sciences events. In addition, we had short presentations to groups of students who were brought to the Transfer Center by instructional faculty, and program and services. Every term there are about 250 new students who are introduced to the Transfer Center through PEP program.
- UC TAG Review –In fall 2018 reviewed and followed up with 99 TAG applications for fall 2019 admission. In the process, we discussed, planned and/or revised spring 2019 schedule for students to strategize their admission application. Among 95 TAG applications that was reviewed in advance, 82 were submitted.
- 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 2019, we reviewed 245 ADT petitions for 205 students. Out of 117 students who were on the CSU list for ADT verification we verified 96 students or 82%.
- Forms and Flyers - the Transfer Centre flyers are advising tools and are constantly updated for students and counselor faculty to use.
 - o 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 based on current catalog year and added to the Transfer Center web page in support of counseling faculty, guiding students, and reference for other community colleges to use the course requirements for reciprocity
 - o Updated all flyers developed in regards to transfer and posted on Transfer enter webpage.
- 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 universities visits we scheduled increased in 2018-19, and among newly added to the list were UCLA, UC Santa Barbara, UC Riverside, UC Davis, San Jose State University, and Arizona State University.
- 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.
- 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 faculty and staff- Continued to support and advise the counseling and instructional faculty on Transfer matters. We had opportunities to provide guideline and advise other programs and services with the transfer policies.
- E-Newsletter - Composed and emailed at least 3 to 4 electronic 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, <https://canadacollege.edu/transfercenter/>.

5. Impact of Resource Applications: There were no new resources allocated to the Transfer Center during this reporting period.

However, effective spring 2019, the counseling department did assign their Retention Specialist to work with the Transfer Center 3 hours a week. This extra assistance allowed us to reach out strategically and effectively identify students whose goal was to transfer and had Cañada as their primary college.

As a result, we were able to reach out to 115 students who completed 30 to 40 transferrable units, but they had low GPA. To make them transfer ready and help them to have a competitive GPA we provided information on CSU and UC admission requirements along with impact status of the campuses and guided with the Academic Renewal, grade alleviation. We hope to see the results of our efforts by an increase in the transfer rate in the upcoming transfer season.

Having the list of transfer students early in the semester also helps us to identify students without a Student Educational Plan. We were able to reach out to them to ensure they planned courses for both fall and spring terms. This not only helped them to be prepared for registration and receive earlier registration date, it also helped them to understand that they also need to provide courses planned for spring on their admission application for four-year universities. Planning ahead helped students to strategically select courses to complete a degree and meet the major course requirements and admission requirements at the university. In the past, many students were completing the application without reporting planned courses for spring or selected random courses to report.

Current State of the Program

6A. State of the Program - Observation: In the 2018-19 catalog year we had great collaboration with other programs and services to share transfer information in the effort of centralizing and unifying the message and information to all of our students. We collaborated with ESO Adelante as they built the online transfer guideline for students in the program and consulted with the CWA program in identifying a new pathway in sociology, participated and was actively involved in developing the Guided Pathways initiative on our campus, while continuing the support and collaboration with the Counseling Department, Transfer Honors Program, Welcome Center, TRIO, STEM, EOPS, Admissions Office, Outreach and other programs that bring transfer information to students. In addition to being involved with the programs planning, we create flyers and utilize our webpage as advising tools to disseminate the information to students, and campus community. In addition, we were member of several advisory committees, hiring committees, curriculum committee and participated in UCLA TAP site visit.

We also inform all of our programs and services on campus about the changes made in policies and programs at 4-year universities as these changes may have great impact on students’ planning and completing their transfer goal, which then impacts on the completion rate. One example that made a difference in students’ planning was the spring admission by CSU campuses and winter admission with 3 UC campuses. This provides students a chance to transfer in mid-year, but it also had an impact on the Transfer counselors’ load and the Transfer Center staff to prepare students. Another change that has a great impact on students and the Transfer Center is when students are required to update their application applications before they are submitted. This is crucial to students’ transfer status as they have a short time to act on their application otherwise, they may lose the chance of transferring. This had a great impact on the Transfer Center Department as we must follow up with all applicants in a short period of time and guide them to correctly submit the updates. For instance, 10% of the 147 applicants to San Jose State University were denied solely for missing the deadline to submit the supplemental application and updating the admission application even though they were academically prepared.

We also review and update the ADT and UC Transfer Admission Guarantee (TAG) policies with counseling faculty to ensure students plan their courses accordingly. As CSU and UC campuses are becoming more impacted, we are encouraging our students to complete an ADT and/or UC TAG, if applicable, to enhance their admission status by receiving priority admissions to these universities and some of the in state private universities as well as some of the out of state the universities.

The following charts reflect number of students who took advantage of completing An Associate Degree for Transfer. The number of petitions includes duplicate petitions and those who did not meet the ADT criteria at the time. About 41 students completed 2 ADTs and 2 students completed 3 ADTs.

Please see the attached PDF document for the table.

Term	# of Students on CSU list	ADTs verified	#Petition Reviewed	#Petitions Submitted to A&R	% of students who completed at least one ADT	
Spring 2019	116	96	247	207	84%	
Fall 2018 19		12	48	38	77%	
Spring 2018	158		118	266	185	70%
Fall 2017 20		13	56	44	78%	

The number of students who self-reported that they will receive an ADT on their CSU application was decreased in spring 2019 by 26.5% compare to spring 2018. However, the number of students who met the ADT requirements was higher in spring 2019 (82%) compared to Spring 2018 (75%). This shows that our efforts to inform students were successful as students are more aware of the difference between ADT and Associate Degree requirements and they correctly report their transfer status 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 56% of students who filed ADT petitions did not report it on their CSU applications. This also required us to follow up with students and if applicable to provide ADT verification manually.

It is also crucial to inform the instructional faculty about the changes in policies related to transfer and ADTs and TAGs and how they may impact students' transfer status. This information can be instrumental in developing and offering courses so students can benefit from having an ADT. The following table shows the breakdown of the ADTs completed for each program in spring 2019. We offer 27 ADT programs, but students completed ADT degrees in only 18 programs. Within last year, due to limited staffing, we unfortunately were not able to bring the transfer related information to instructional faculty as we planned by attending the division meetings.

Please see the attached PDF document for the table.

ADT Petitions completed in Spring 2019

Major	# of Petitions	Major	# of Petitions
Art History	2	Kinesiology	2
Biology	2	Mathematics	10
Business Administration	40	Nutrition and Dietetics	3
Child and Adolescent Development	2	Physics	4
Communication Studies	17	Political Science	3
Computer Science	10	Psychology	50
Early Childhood Education	11	Sociology	25
Economics	22	Studio Arts	1
English	1	Theatre Arts	1

We continue to educate our students about UC TAG opportunities which make students competitive candidates for UC admission. Not only do we bring this information to our current students, we also share this opportunity with high school counselors and prospective high school students.

Based on the chart below, the number of TAG applicants decreased since fall 2017. This is due to a change in requirements such as higher GPA, changes in programs, and a reduction in the number of applicants to the UC. However, based on the TAG results at UC Davis, the only campus that reviews TAG before reviewing the general admission application, the number of students who received the TAG approval was higher for fall 2019 (87%) compared to 2018 (68%). As we assisted students with the TAG application and reviewing the TAGs, we realized that students are more aware of their UC TAG policies as they are using the TAG information provided on the Transfer Center Webpage, flyers, and meeting with their counselors. We also followed up with them via email or phone calls to inform them of any changes they may need to make on their planned courses after reviewing their TAG application.

Please see the attached PDF document for the table.

UC General Admission Applicants

Term	Applied	Enrolled	Percentage
Fall 2019	118	Not available yet	
Fall 2018	132	71	53%
Fall 2017	158	121	77%

The decrease in the number of UC applicants for fall 2019 are due to several factors. One is a decrease in our total enrollment, and there is also a 9% decrease in the number of students who have a goal of obtaining a Degree and Transferring. Change in policies and major requirements and being more selective with admitting students are other challenges that students also

encounter. There are also students who are not meeting the unit and GPA requirements. We also found that some students are expressing financial difficulties as the cost of living and cost of attendance are great hardship for students to Transfer. For this reason, many of students join the workforce after completing the Transfer requirement and/or completing an Associate Degree to build their financial resources before applying to a university.

Our collaboration with Spark Point was to address the financial challenges that students are facing. Even though students are academically ready to transfer, they will not take the next step as they may not know of the available financial resources and/or how to be prepared financially. The collaboration with Spark Point allowed us to put a message out among students that the cost at the universities is different, and knowing the cost, learning about the financial resources, and planning finances in advance will contribute to a successful transfer. This is a new collaboration which did not give us enough time to evaluate our efforts.

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 verification. During this period, which is peak time, we are reviewing TAG for Approval, reviewing ADT for verification while also coordinating the annual College fair, conducting the workshops, etc. We rely on the support of a student assistants, who have limited hours and often we lose them after investing in their training as they transfer or move out of the area. Also their level of responsibility and access to BANNER and records are limited.

In fall 2018, our full-time counselor was assigned to Articulation duties. This reduced her hours at the Transfer Center by 50%. In addition, the hours of the adjunct counselor that was funded by the A2B grant was also reduced as he was assigned to general counseling. He also continued with his role as the Honors Transfer Program Counselor which included coordination time for Transfer Honors Program. At the Transfer Center, the number of staffing is not stable, and it is constantly changing. This makes it challenging to develop new programs and provide consistent services to our students with a Transfer goal that is about 40% of the student population. Other responsibilities of being in committees also reduces our time with students and making the program stronger.

The external factors that are beyond our control, such as the changes made at the universities also create challenges. For example the impact 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. One example is the extension of applications and changes in process of verification. These require us to readjust our schedule to address the students' needs, and consequently we were not able to develop and coordinate activities that we planned to address the needs of other transfer students who are in the pipeline and trying to understand the complex transfer process and be ready to successfully transfer.

By participating in Guided Pathways initiatives which is essential, reduction of counseling hours, and the external challenges create limitations on what we can provide students such following up with all transfer students on their academic status, and to develop necessary programs in support of our students with their transfer goal.

We are still challenged to hold transfer activities due to not having a designated Space. Due to space limitations, we are not able to host more than one event at a time, and to schedule more than one or two university representatives in a given day. Our shared area with the Counseling Department holds 4 computers which is not sufficient when we offer the drop-in sessions for CSU and UC applications where we serve 40-50 students in a 6 hour drop-in hours.

6B. State of the Program - Evaluation: The changes for the next academic year will be in response to students' needs, and the Educational Master Plan, which is to increase the transfer rate and support and prepare students with planning and completing a degree, certificate and/or transfer goal.

The data we collected reflected that the number of transfer students decreased between fall 2017 and 2018. Even though we met the ACCJC benchmark of 2% increase in the transfer rate at the time, we need to focus on the new goal of increasing the transfer rate among all community college by 35% in the next 5 years. Cañada College has also adopted the same strategic goal to increase the transfer rate by 35% in response to our "Completion" objective. This requires us to increase transfer awareness

and change the culture among students and our campus, collecting data on transfer students, strengthening the collaboration with high schools and universities and articulation agreements.

Last year we planned to implement Student Transfer Educational Pathways (STEP) program but we were not able to fully implement the program due to limited resources. For the next program cycle, we plan continue reaching out and follow up with the transfer students. This requires us to access the students' data, and understand their educational goals and plans in order to group them by their goals and number of units, then tailor our services and programs to their needs. This allows us to breakdown the complex transfer process and prepare students step by step. This will help us to increase retention and transfer rate as we place students in transfer path as soon as they began at Cañada and making students more engaged with their own educational planning.

This is in alignment with the Student Success Initiative, and the Educational Master Plan, which requires intervention and intrusive support to prepare students for completing their transfer goal by providing students with transfer requirements, the essential information regarding the changes in the requirements, and selection criteria, etc.

To provide consistent and efficient support and follow up with our students, we also plan to stabilize the Transfer Center's staffing by securing a full time tenure track transfer counselor position and adjunct counselors, full-time and part time, reclassify the Transfer Program Supervisor position to a Director position, and to hire a program services coordinator for the department.

To increase the efficiency, we plan to utilize technology by providing some of our workshops online and develop "Transfer Corner" on canvas to bring information to students. Also, plan to work with the Articulation Officer to close the gaps in articulations with the CSU and UC to ensure students meet their transfer goal in a timely manner.

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. With the implementation of AB 705 that will place students in the transfer path in a shorter time, and the implementation of Guided Pathways, it is more crucial to have accurate data on students to assist them with planning and provide them with information and services that applies to them. To gather more accurate data on transfer students, we plan to work more closely with PRIE Office to develop agreements with at least local CSU campuses to share data on students successfully transferred, and to continue with the Data Sharing projects with UC System Office.

The Transfer Center plans to continue the collaboration with programs and services on campus to streamline the transfer message to our campus community and to maximize resources. We plan to continue collaborating with Spark Point and the Financial Aid Office to provide workshops tailored to transfer students on how to find and manage financial resources in order to be ready when it is time to transfer. We also had the opportunity to work with TRIO to promote Field trips to 4-year universities where students can receive firsthand experience of being on a 4-year campus.

Last year we had planned 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. Due to many construction projects on campus, and reduced hours of staffing we were not able to add any signage around campus or visit classrooms.

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

Please see the attached PDF document for the table.

7A. Current SAOs & SLOs: 2018-19 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
- 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.

7B. SAO Assessment Plan: 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 their transfer goal

7C. SAO Assessment Results & Impact: In 2018-19 our efforts to centralize the transfer information was successful, but there is still space to grow. We shared the same information to students within different programs where they have similar academic status. Consequently, we increased the number of our workshops and open house by 46.5% by adding new topics such as Exit orientation, selecting a major, Transfer Orientation that was tailored to students who have already applied and students who just started their program at Cañada. The added workshops were also offered in the evening and other programs such as CWA, EOPS, ESO Adelante and COLTS CON. Many students also follow up after the workshop by scheduling individual appointment with one of the Transfer Counselors. As the results we were able to serve 666 students through these workshops which reflects a 21% increase in number of students attended compare to the prior year. In contrast with prior years that we only had transfer ready students, we served freshman students in these workshops who were interested in gathering information in advance.

We were able to create new flyers or update our existing ones for freshman and sophomore students especially those that are ready to transfer. These were shared with other programs as they advised students and were posted on the Transfer Center WEB Page.

Unfortunately, we were not able make any classroom visits or attend any division meetings due to limited and unstable staffing in the Transfer Center, but we plan to keep these strategies in our next year plan because we it is crucial to have a stronger connection with faculty instruction.

We had a chance to participate in a few activities on-campus and off campus to not only share the transfer information with students and the community, it also helped us to introduce the Transfer Center program and Services. We tabled in Club Rush, and Promise Program welcome day where about 200 students participated. We also had a chance to present and table at the "Connect to College" night and meet with parent and high school students.

Based on our collaboration with the counseling faculty, we encouraged students to complete an ADT, whenever possible. This reflects on students' completion and transfer rate. As stated in section 6A, there is an 11% increase in the number of ADT petitions.

We also provided an information session for nursing students in response to students' needs. Even though we do not offer a Nursing program, we have about 300 students who plan to transfer with a declared major of Nursing. We invited public and private universities who offer Nursing programs in our area and 4 universities attended and shared the admission criteria and the strategies to be a competitive candidate. In Spring and Summer 2019 we also had presentations by ORBIS Education to introduce their partner universities with a nursing major. This was to provide students with additional options. All these programs are well received by students.

The annual Transfer Day was also successful as we had 52 universities and about 300 students participated in this event. This was a nice collaboration across the campus. Many staff and faculty volunteered to support the event, and many of the counseling and instructional faculty supported the program by giving students class time to attend the event.

Based on a survey that we conducted at the Transfer Day in October 2018, 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 64 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%
- Seek out more information about transfer options and opportunities: 80%
- Learn about Admission policies: 82%
- Learn about the financial resources: 49%

7D. SLO Assessment Plan: N/A

7E. SLO Assessment Results & Impact: N/A

Looking Ahead

7F. SAOs & SLOs for the Next Review Cycle: The SAO will be like last year as it lines with the college mission and strategic goals of increasing the retention, completion and the transfer rate.

To unify and centralize the transfer information, increase students' awareness of the availability of the Transfer Center services and programs (become more visible), and assist students to identify a major and university of choice during the first year of attendance, and consequently increase the transfer rate.

The following will be the Transfer Center SAO Action plan for 2019-20:

- Continue collaborating with other programs and services and provide training and guidelines for faculty and staff to centralize our transfer efforts
- Transfer Workshops in person and online
- Develop transfer informational/worksheets for freshmen and Sophomore students
- Continue participating in the college related events and/or provide informational sessions
- Classroom visits – remedial and Transfer courses
- 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 – need to find avenues to collect data on students using online workshops and the transfer Center WEB Page
- Number of students who reach transfer goal and completed at least an ADT

9. Program Improvement Initiatives: To adequately staff the Transfer Center and collaborate with faculty and other services to enhance and unify the information provided to students, and to secure adequate space for the Transfer Center activities.

Program Review Narrative Status: Complete

Objective: Increase visibility for the Transfer Center

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

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/16/2019

Estimated Completion Date: 05/01/2019

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

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings Interventions and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts 4-year College Partners And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options Including the Expanded Use of Instructional Technology to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Action Plans

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

Who's Responsible for Completing this Action Plan?: Max Hartman, Karen Pinkham, Mary Chries Concha Thia, Char Perlas

Estimated Completion Date: January 16th, 2019

Related Documents & Links:

ImpactSign.com

Resource Requests

CAN Program Review (Student Services) - Transfer Center (Odd Year)

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

Status: Continued Request - Active

Type of Resource: Contract Services

Cost: 2051.67

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

Objective: Access to computers for Information

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

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/16/2019

Estimated Completion Date: 05/01/2019

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

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings Interventions and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options Including the Expanded Use of Instructional Technology to Support Student Learning and Success

Action Plans

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

Who's Responsible for Completing this Action Plan?: Mary Chries Concha Thia

Estimated Completion Date: May 1, 2019

Related Documents & Links:

[eQuote for Transfer Center Computers.pdf](#)

Resource Requests

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

Status: Continued Request - Active

Type of Resource: Equipment (Items Over \$5000)

Cost: 7176.17

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

Objective: Preparing Transfer Students

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

CAN Program Review (Student Services) - Transfer Center (Odd Year)

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020

Estimated Start Date: 08/14/2019

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

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

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

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

Resource Requests

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

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

Status: Continued Request - Active

Type of Resource: Facilities

Cost: 0

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

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

Status: New Request - Active

Type of Resource: Budget Augmentation

Cost: 500

One-Time or Recurring Cost?: Recurring Cost

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

to accomplish its goals as listed above, and to be able to reach out and assist more transfer students, there is need for additional staffing. As stated in the program review, the number of hours of counseling has been dropped and remaining counseling hours are divided between counseling and other responsibilities such as attending on and off campus meetings and conferences and participate in developing programs around new initiatives. Consequently, we have seen a drop in the number of students who transfer to other institutions. We propose to hire a full-time Program Service Coordinator (classified Position) for the Transfer Center and the Counseling Department to support the coordination of the Transfer and counseling programs' initiatives that support students educational and career goals

CAN Program Review (Student Services) - Transfer Center (Odd Year)

Status: Continued Request - Active
Type of Resource: Non-Instructional Personnel
Cost: 62868
One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority