

Golden West College
NON-INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Department Name: Transfer Center

Department Contact Information:

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NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION: Transfer Center

Assume the reader doesn't know anything about your program/department. Briefly describe your department and how your department supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The Transfer Center serves as a resource center for students seeking to transfer to four-year colleges and universities, as well as Golden West faculty and staff who need the resources of both two- and four-year college programs. The Transfer Center faculty and staff are dedicated to assisting students meet their goals of transferring to four year colleges and universities, both within California and nationwide. The Transfer Center is the hub of transfer activities on and off campus. Students receive assistance with transfer related needs by the staff and highly trained Counselors in individual and group settings. As well, assistance is provided to distance learners via email, the program website, and social media. The Transfer Center offers the following services to assist students in the transfer process: application and transfer workshops, transfer fairs, university campus tours, and university representative appointments. As well, specialized transfer counseling is available on a drop-in basis.

The Transfer Center facilitates guaranteed admission programs between GWC and the UC, CSU, and Private/Independent colleges and universities.

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The GWC Transfer Center assists all students, and all campus departments in facilitating university transfer. The program specifically targets underrepresented students via collaboration with the Puente Program, Associate Students of Golden West College, and student organizations. The Transfer Center provides support to students in meeting their transfer goals by clarifying the transfer process, facilitating communication between the student and the receiving institution, and informing students of their options for continuing their education at the four-year college/university.

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment

- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program/department by the state, federal regulations, or other external accrediting bodies (If applicable).

Programming is regulated by the California Board of Governors and Transfer Center Guidelines set by the California Community College Chancellor's Office.

The Transfer Center is obligated to follow the admission and transfer requirements of both public and private four-year institutions. Faculty and Staff must maintain current information on admission policies, trends, and practices. As well, the Transfer Center must continually be aware of educational policies and change to four-year systems in order to prepare and notify students in advance of upcoming changes.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program/department achieved. (2 pg limit) [Link to Previous Program Review Reports](#)

In the last review cycle, increasing funding and staffing were of paramount concerns. In this respect, the new Transfer Coordinator was able to secure additional funding by writing successfully funded grant proposals to the ASGWC and Student Equity programs. This provided promotional materials, and funding to print resources such as the Transfer Planning Guide, and Major Guide Sheets. Funding for specialized guides has not been established (Medical School Admission Guide, Dental School Admission Guide, College Board Handbook, and other similar documents). Printing costs have increased due to the lack of complimentary copies of university catalogs. PDF versions found online were printed for student, staff, and counselor/faculty reference.

As well, partnerships with local four-year graduate programs to develop a graduate intern program has assisted with staffing issues. This serves a dual purpose as it prepares future counselors and leaders in higher education with the fundamental knowledge and competency to enter the counseling profession. It also assists graduate students to meet their fieldwork hours in partial fulfillment of degree requirements.

Due to the increase in staffing and office coverage held by interns, evening hours were reinstated. Response to inquiries and phone calls has been improved by this staffing, and more accurate intake of student needs due has also occurred.

Coordination with STEM areas to create a STEM pathway was recommended. Meetings between the Transfer Center staff and key STEM faculty have taken place, and has resulted in alignment

of coursework necessary for transfer and notification of changes to GWC curriculum, as well as notification to GWC faculty of changes to university admission requirements in STEM.

Other goals that were met were the creation of new online services, and electronic documents. Currently, there is an online transfer guide, major guide sheets, and regular postings to the GWC bulletin board and social media. Walk-in transfer counseling has been added due to the increase in Transfer Coordination hours. Further collaboration with the Puente Program has been established, and partnership on tours and events has occurred.

Unmet goals were the creation of a faculty advisory group. While individual faculty have provided valuable input on how the Transfer Center can serve their students, a standing committee has not been developed and is a continuing goal for the upcoming academic year. As well, the advocacy and approval of Cross-Enrollment in accordance with Ed Code §66750 – 66756 / SB1914 (Killea) to expand student's readiness and major preparation was not accomplished. This will be a continuing goal this year as well.

SWOT ANALYSIS

Strengths:

- *What does your program/department do well?*
- *What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?*
- Provides a high level of service to students on a year-round basis.
- Increased graduation petitions via the ADT Verification project
 - o SLO outcome in Spring 2015 noted additional 62 students qualified for degrees. Efforts lead to additional 56 degrees posted. Fall 2015 results
- Maintains current catalog of college and university programs, and accurate transfer admission information for both in- and out-of-state institutions.
 - o Transfer Center assists students with researching universities to find appropriate transfer destinations. Topics typically include factors such as program availability, admissions standards, tuition and fees, application processes and deadlines, etc. Such assistance can sometimes be completed on a walk-in basis or in a single appointment, but complex programs, private schools, or out-of-state universities often require follow-up appointments.
- Facilitated transfer options by creating additional admission guarantees with University of Redlands, University of La Verne, and Northern Arizona University, and partnerships with Grand Canyon University. Additional university partnerships are in progress.
- Provides accurate and timely information to students via workshops and drop-in counseling/advising.
 - o Provided evaluation of transcripts and Transcript Evaluation Summary with information necessary for completing CSU Application.
 - Over 1200 students utilized this service in 2014-15 (Fall 2014-Summer 2015). 569 students requested the detail evaluation in Fall 2015 alone.
 - o UC and CSU Application Workshops
 - Served over 300 students in 2014-15. In Fall 2015 approximately 500

- students were served in application workshops.
 - UC Transfer Admission Guarantee workshop
 - “Next Steps for Transfer Students” workshop for students admitted to four-year colleges and universities.
 - CSU Campus specific workshops: Admissions and selection, program availability.
- Targeted Transfer Advising:
 - Transfer Thursdays – Drop in evaluation for transfer readiness.
 - Recently expanded to daily/mornings until noon, and all day Thursday due to additional hours allocated to Transfer Coordination.
 - Individual appointments university representatives. 216 students met with representatives from UC, CSU, and Private institutions in 2014-15.
 - Drop-in Counseling with Transfer Coordinator/Counselor
- Degree Completion Project
 - Queried students with 30 units, completion of key coursework for counseling and transfer services.
- Transfer Fairs hosted during the Fall and Spring terms.
- University tours
 - Students are provided transportation to and from various universities. Included in each visit is an admission presentation and campus fair. Occasionally, financial aid, housing options, and student panels are available.
 - Visits during 2013-2016: CSUDH, CSUF, CSULB, SDSU, CPP, UCI, UCR, UCLA, UCSD, USC, GCU
 - 145 students attended tours in 2014-15.
- In-Class Presentations
 - Classroom presentations to large class sections highlighting the transfer center programs and services each semester. Additional presentations in Transfer Center to College G100 / Counseling G104 courses (560 Students reached)
- Expanded information distributed to students via technology and print resources.
 - Announcement of critical transfer dates and information through various media such as the GWC marquee, banners, emails, campus bulletins, social media.

Weaknesses:

- *In what areas does your program/department need to improve?*
- *What are your program's/department's immediate needs?*
- *What limitations or barriers is your program experiencing?*
- Immediate need for full-time classified staff to assist with programming and serving students initial questions.
- Increased traffic has caused an increased workload and demand for services that cannot be sustained with current staffing levels.
- Lack of dedicated transfer counselors versed in transfer admission policies, particularly at highly impacted campuses/programs.
 - Often leads to referrals from general counseling to Transfer Coordinator to sort through complex policies.

- Funding sources are not permanent and subject to reduction at any time. Additional funding for publications, staffing, and other projects is grant funded with no guarantee of renewal.
- Lack of computers and monitors in staff spaces. Desktops not stationed by a full-time staff or faculty member have not been updated. Recently, replacements for the 2006 computer towers were made using general Counseling replacements (2014 models). Despite the hard-drive / towers being replaced, the monitors were not replaced. As well, dual monitors are required to effectively and efficiently work with programs such as SARS-Anywhere and DegreeWorks. Currently, old monitors are being used and are not compatible with programs, inhibiting ability to access transfer websites and effectively assist students.
- The limited number of computers hinders workshop capabilities. The limited number of computers means that staff must provide the online instructions and assist students multiple times (groups of 13). These computers are non-functional most of the time; request to technology support is a weekly task. The computers reboot on their own and if a student is working on an application, taking an assessment or class assignment, their hard work would not be saved and they would have to redo everything. Simple things like ordering transcripts cannot be completed on these computers.

Opportunities

- *What opportunities exist for your program/department?*
- *What opportunities exist that may allow your program/department to expand/improve on efficiency?*
- *What external funding opportunities are available for your program/department? (If applicable)*
- *What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?*
- Continue to explore opportunities for graduate level internships with local colleges and universities Master of Arts/Science in Counseling programs.
- Provide early outreach to high school students to better inform them of transfer opportunities.
- Work with high school counseling staff to better inform them of transfer opportunities for both high performing students and those that need college remediation prior to attending the university.

Threats/Challenges

- What challenges exist for your program/department?
- What budgetary constraints is your program/department facing?
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

Lack of computers and monitors in shared spaces. Desktops not stationed by a full-time staff or faculty member have not been updated. Recently, replacements for the 2006 computer towers

were made using general Counseling replacements (2014 models). Despite the hard-drive / towers being replaced, the monitors were not replaced. As well, dual monitors are required to effectively and efficiently work with programs such as SARS-Anywhere and DegreeWorks. Currently, old monitors are being used and are not compatible with programs.

Lack of dedicated computer lab to conduct transfer admission workshops and fully utilize electronic-based transfer resources. Current computers in lab space are unreliable and often crash causing rebooting of the system and loss of information for applications and/or other transfer research.

Continuing unstable funding and lack of dedicated general funds to sustain projects and demand for services.

Movement to new building and shared space with Counseling, Career, and other student service areas in 2017 (estimated) can reveal challenges that are not currently present.

PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?)

- Student Number of Students Served: Directly: 3866. Indirectly: Unknown.
- Faculty Number of Faculty Served: 15
- Staff Number of Staff Served: **Click here to enter text.**
- Managers Number of Managers Served: **Click here to enter text.**

Click here to enter text.

Measures of Effectiveness/Customer Satisfaction?

- What type of data did you use to measure customer satisfaction? Provide your analysis of the data.

Student surveys from fairs and workshops.

Data revealed that students are satisfied with the services they received. Many are appreciative of the transfer fairs, which allow them to interact and gain information from a variety of public and private institutions, including out-of-state and specialty schools (Roseman University – Health Science campus). Workshops are well attended and the transcript evaluation that includes information necessary for completion of the CSU admission application is well received. Students not attending the workshops also request this document in the transfer center as it's helpful in sorting out application questions.

- What type of data did you use to measure departmental accomplishments? Provide your analysis of the data

Admission data from state reporting agencies.

Completion of SLO data. Analysis of transcript / ADT verification numbers.

Goal 1: to increase number of transfer applications to the CSU and UC.

Data was measured by the CSU Application Data that requests verification of ADT degrees. Over the 2014-15 academic year, 575 names were on the report. In 2015-16, that number increased to 640, with additional increases projected each year.

Measurement can also be evaluated via the Transcript Evaluations completed. In Fall 2014, 269 students requested a transcript evaluation. In Fall 2015, 569 students request this service for their Fall 2016 application to the CSU. The number of evaluations doubled in one year and we expect to see this trend continue to increase in the future.

Data was measured by UCOP report indicating the students from GWC that have applied for admission in a future fall term. In Fall 2015, 212 students applied for admission. The number of applications to Fall 2016 was similar, with 214 students applying. The data only includes those students that selected to release their information so many more students may have applied than those numbers report. Exact numbers of applicants to the UC is unknown.

Goal 2: Students will learn how to apply online when submitting applications to the UC and CSU.

Application workshops were held year round, including summer. Originally, 3 workshops were planned for the Fall semester. The number of application workshops has increased to 7 to accommodate request for seats, and in Fall 2015, there were 2 UC TAG, 2 UC, and 5 CSU workshops held, with each one scheduled to capacity.

Goal 3: Increase number of students admitted to UC / CSU due to increased services and information provided.

Increase over the last two years (2013-2015) in both UC and CSU campuses. While student readiness is not something that can be controlled by the Transfer Center, information and services provided, targeted outreach, increased awareness of transfer options, and personal mentoring/motivation to students can impact the numbers of students applying and gaining admission to four-year colleges.

	2009-10	2010-11	2011-2012	2012-13	2013-14	2014-15
UC	96	95	92	111	127	136
CSU	432	746	611	549	732	771

Goal 4: Increase number of student intakes and tracking of students

Formalized tracking of students was utilized using SARS Drop-In feature as an intake method. Results established a baseline number of students seeking services, and coding to determine which types of services were requested.

Goal 5: Conduct UC Personal Statement workshop with collaboration of English faculty.

UC personal statement workshops were held each summer in 2014 and 2015. Admission representatives from UCLA hosted the event, and reviewed essays prior to submission of the fall application.

Measures of Efficiency/Productivity

- What type of data did you use to measure improvements in efficiency and productivity?
Focus on:
 - o Time
 - o Personnel
 - o Other Resources

Click here to enter text.

Review of Budget/Expenditures

Provide a breakdown of your allocated budget and actual expenditures

(Please summarize here and provide excel spreadsheet of your budget as an attachment)

For 2014-2015, the Transfer Center has a total of \$10,892.95 (\$5211 in General/Transfer Day Activities, \$3301.95 from ASGWC Funding, and \$2380 from SSSP transferred from General Counseling to assist with the Transfer Fairs Expenses). Total of \$10,052.03 in expenditures spent: supplies, publications (printing/copying cost), dues/memberships, outreach materials, supplies technology, and refreshments/rentals cost for Transfer Fairs.

The majority of funding of general funds has been used for table and tent rental for the two transfer fairs per year. This cost can be in excess of 2/3 of the total general budget. Additional budget requests were submitted to ASGWC and awarding of those funds allowed for printing of Transfer Center Brochures, and Transfer Planning Guides for students. In the past, the budget did not allow for printing of this valuable guide and it was limited a .pdf document on the Transfer Center website. SSSP funds were used as well to offset transfer fair expenses, however, this cannot continue as the transfer center functions are not reimbursed under SSSP funding guidelines, further restricting opportunities for budget augmentation.

PROGRAM PLANNING

Based on your analysis of previous program review and current data/information:

What does your program want to accomplish in the next three years?

- Dedicated funding for the programs and services.
- Formal establishment of Transfer Advisory Board consisting of GWC faculty, GWC students, and representatives from local four-year colleges and universities (UC, CSU, and Private).
- Advocacy for Cross Enrollment in accordance with Ed Code §66750 – 66756 / SB1914 (Killea) to expand student's readiness and major preparation

What areas does your program plan to improve?

Improvement in Transcript Evaluation process. Currently a time consuming and demanding process that uses significant staff and intern resources to complete. Transfer Center group will brainstorm on ways to create a self-evaluation process for students.

What specific actions will you take to improve upon those areas?

Development of online self-evaluation process similar to in-house forms.

- *How will you assess whether your program has accomplished those goals?*

Completion of form and posted online.

Student surveys to assess needs.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development
-

Staffing: Hourly employees are currently funded using Student Equity requests. Currently two hourly 160-employees currently serve in the Transfer Center to assist students and functions of the center, and one hourly 160-employee is in the Career Center. This has allowed for evening hours expanded from 4:30 p.m. to 7:00 p.m., and support during peak-times of university application and graduation filing, and during breaks when counseling faculty are not available. The consolidation of three hourly positions into a full-time staff member shared with the Career Center would be more efficient and cost effective and allow for continuous evening hours, as well as cross training to more effectively serve students.

Establish and sustain funding for staff and interns to attend CSU and UC admission workshops in the Fall, and ETS in the spring. Currently, this is self-funded and can be a financial burden to staff and interns. Information provided at these workshops is vital to providing services, as each year universities announce their upcoming admission cycle, changes to selection, projected admission data including GPA thresholds and changes to majors.

Technology: Updated computer monitors. Current monitors are from 2003, and a few from 2006. Technology does not support dual monitor process, and hinders productivity. Outdated computers, some of which are not efficient for use with the online resources necessary to guide students in the transfer process.

Program Updates Checklist

(X) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
(X) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

Program Manager and VP Review

Complete this section after reviewing all program review information provided. Mgr and VP are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) (0) a. Significant declines in enrollment and/or FTES over multiple years

(0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment

(1) (1) c. Scarcity of qualified faculty

Full time counselors cannot teach in load, and teaching as overload only prohibits some faculty from teaching at all. Adjunct counseling faculty often have little to no teaching experience when hired.

(0) (0) d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0) e. Significant decline in labor market

(0) (0) f. Continued inability to make load for full-time faculty in the program

(0) (0) g. An over-saturation of similar programs in the district and/or region

(2) (1) h. Other: In-load teaching restriction. Teaching assignments limited to overload only.

Signatures, Individual Comments

Department Head: Yvonne V. Portillo

Date: 05/02/2016

Comments: The transfer has thrived over the past two years and the infusion of a counseling faculty's active involvement. The center continues to need additional staff resources, and we are expecting to see additional growth in services provided to students in the coming years.

Dean: Robyn Brammer

Date: 05/02/2016

Comments: The increase in ADTs served through the Transfer Center has been growing exponentially. We are hoping to add additional resources to assist with the graduation pathways project, and we are also looking for ways to assist with increase graduation and certificate completion.

Vice President:

Date:

Comments:

No further review necessary

We recommend this program for Program Vitality Review

Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)

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