



Annual Program Review 2011-2012 - STUDENT SERVICES

Division - Program TRANSFER CENTER

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the appropriate area manager or Dean.

Author/Manager: Kevin A. Meza
Dean: Jewel Price
Date Received by Program Review: November 17, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Transfer Center is designed to assist students with the process of transferring to four-year colleges and universities: public, private, and out of state campuses. The Transfer Center is especially committed to the goal of increasing the transfer rate of underrepresented students to institutions of higher learning.

Please list the **most significant achievement** accomplished since your last program review.

The most significant achievement is that we were still able to acquire the funding to take 53 students to the Northern California college tour.

List the current major strengths of your program

1. Skilled and committed counselors
2. Innovative workshops and presentations
3. College tours

List the current weaknesses of your program

1. Staffing
2. Funding
3. Physical space limitations

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts Academic Years			
	2007-2008	2008-2009	2009-2010	2010-2011
Individual Counseling Appointments	511	709	799	840
Drop-in Advisement	2119	2066	1946	1894
College tours	115	144	84	129
In-class presentations (students served)	2,405	721	1,150	400
Workshops (students served)	376	311	441	258

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	n/a	n/a	1.0	n/a	n/a
2008-2009	n/a	n./a	1.0	n/a	1440
2009-2010	2.4	n/a	1.0	n/a	900
2010-2011	2.2	n/a	1.0	n/a	900

1.1. Describe how these trends have affected student achievement and/or student learning:

Less time is available to educate students on the transfer process. Though individual counseling appointments have increased we have actually moved from 30 minute to 20 minute appointments to accommodate more students. College tours fluctuate throughout the years depending on our funding source. Due to limited staffing, we focus on in-class presentations during the spring semester instead of the fall. This has reduced the amount of presentations we can accommodate during the school year as 2010-2011 demonstrates.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Budget cuts both at Glendale College and at the university level have created barriers to the transfer process. These barriers include fewer courses available for students to meet their requirements and fewer spots available at the university. These past few years have been some of the toughest transfer years in the history of the Master Plan of Higher Education in the state of California. These changes make our role more critical to the success of students, yet our transfer tools have been reduced such as money for campus tours, student workers, etc.

2.0. Student Service Learning and Program Outcomes

Please provide the following information for each SLO/SAO within this area (add rows as needed).

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Transfer counseling	Yes	Yes	Yes	Yes

2.1. Please comment on your answers above.

The primary purpose of our SLO was to assess students' knowledge of the transfer process and how supportive we have been as a Transfer Center. With the exception of a couple of students, we were effective in teaching transfer requirements and providing quality service. Results made us aware that our efforts to inform students of the minimum transfer requirements are working, but we need to continue to educate students on transfer strategies such as GPA requirements.

2.2. If available, please provide a *link** to any program assessment reports/timelines here. This link could be to your program/department website, eLumen, etc.

Not available.

2.3 Does the evidence from assessments show that students are achieving the desired outcomes?

Yes. We need continued support of our programs such as college fairs, college tours, in-class presentations, workshops, and individual counseling. All of these methods of transfer instruction are the essential elements to maintain a culture of transfer on this campus.

2.4 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.

We are always looking to improve our services. We added a visual display in the hallway to our offices to catch the attention of more students about the transfer process. We have also added that presentation to our Transfer Center website.

2.5 Based on the program assessment timeline and/or evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process.

Doing well. We will send out another survey in the spring semester to our students. We are scheduled to assess every other year.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student service outcomes or improved program/division processes?

Most of our internal discussions are on the topic of helping students transfer during the new reality of budget shortfalls. Transfer admission over the past few years has become less predictable and we need to continue to develop strategies to ensure students will have multiple transfer options. The most important change over the past couple of years in terms of outreach is that students now have a Glendale email account. Sending out transfer related emails is now a more effective endeavor.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
College Tours	In order to continue to hold college tours we must now charge students. This is not an improvement, but required to continue the tours.

Format Rev. 9.19.11

2011 PROGRAM REVIEW

TRANSFER CENTER
Student Travel-College Tours

S:TC-1

Section 4 Resource Request

Type of Resource Request:

- | | | | |
|---|--|------------------------------------|---|
| <input type="checkbox"/> Facilities/Maint. | <input type="checkbox"/> Classroom Upgrades | <input type="checkbox"/> New space | <input checked="" type="checkbox"/> Conference/Travel |
| <input type="checkbox"/> Instructional Equip. | <input type="checkbox"/> Non-Instructional Equip | <input type="checkbox"/> Training | <input type="checkbox"/> Other |
| <input type="checkbox"/> Computer/Hdware | <input type="checkbox"/> Software/Licenses | <input type="checkbox"/> Supplies | |

Mandatory: Is this request for one-time funding? OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested: N./A

Mark if the following apply to this request: Health & Safety Issue Legal Mandate
 Accreditation Requirement Contractual Requirement

4.1. Clearly describe the resource request.

Nothing can motivate a student more than actually visiting and experiencing a college campus first-hand. The college trips will offer choices and perspectives for students of varying levels of academic performance. The goal is to expose students to new opportunities on ways to complete their bachelor's degree. These opportunities will be compelling to motivate students towards their degree completion. At presentations conducted by the universities, it is stressed repeatedly that successful completion of math and English courses are essential to fulfill the transfer requirements. It is also stressed that these courses, completed early, make for a more competitive applicant. The experience of these trips will build a sense of a campus community. The more a student is involved on campus, and feels a sense of community, the more inclined they are to stay in school. Campus tours promote a more informed student body. A more informed student body will help create a culture of transfer.

Amount requested \$ 10,000 for 8 college campuses
Breakdown of cost: Housing: \$4,000, Transportation: \$6,000 (the tours will serve about 300 students)

4.2. Justification and Rationale: What planning goal, core competency or student outcome does this request address? Use data from your report to support your request.

This request addresses planning Goal 1, Student Awareness, Access, Persistence, and Success.

The counseling services of the Transfer Center also directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.
EMP: Goals 1.1-1.3 and 3.4

4.3. What measurable outcome will result from filling this resource request?

Increase the number of students who apply to four-year colleges and universities.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request							Prioritization Score
Committee: Student Affairs							