



**Department: Transfer Center**

\* Please note that sections IV and VI have changed from the 09-10 version. All departments are required to update these sections and may roll other sections forward if updates are not necessary.

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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Transfer Center Director Elaine Piparo                  Transfer Center Coordinator Maureen Chenoweth                  Dean of Counseling Laureen Balducci</p>
<p>2. State the program’s mission. If you don’t have one, create one.</p>	<p>The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title V, Section 51027 and to support the Foothill College mission of “committing itself to providing access to outstanding educational opportunities for all of our students”.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>By providing up to date and targeted transfer related services, the Transfer Center will provide “access to outstanding educational opportunities for all of our students.”</p>

## II. Department and Program Description & Data

<p>1. Indicate all locations and service delivery options available.</p>	<p>Locations offered:</p> <p><input checked="" type="checkbox"/> FH Main Campus</p> <p><input checked="" type="checkbox"/> Middlefield</p> <p><input checked="" type="checkbox"/> Off campus</p>	<p>Delivery options offered:</p> <p><input checked="" type="checkbox"/> In-person</p> <p><input checked="" type="checkbox"/> Telephone</p> <p><input checked="" type="checkbox"/> Email / Online</p>	
<p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>			
<b>Faculty Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Transfer Center Director		1	Develop and maintain Transfer Admission Guarantees (TAGs). Provide direction to the Transfer Center and provide expertise and current knowledge to faculty, staff and students, along with processing of existing guaranteed transfer agreements. (33% release time). This position is paid by the Counseling Department.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Management Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Transfer Center Coordinator	1	0	Coordinate all transfer center services (workshops, events, drop in and maintain resources) to all Foothill populations

			(underrepresented, returning, international, new) and conduct outreach to potential students.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>
Clerical Assistant I	60-80	12	Staff Career/Transfer reception desk full-time, and assist students with general questions, refer students who need in depth assistance
Position Title	0.00	0	
Position Title	0.00	0	

<p>3. Given available data, describe the trends in <b>overall student usage (# served by total headcount, amount served through telephone, amount served through online communication)</b>. Are there changes in overall usage? What are the implications for your department/program?</p>	<p>For the year 2009/2010, we served 1634 students in the Transfer Center (an increase of 197 from last year). We have not had the time to start tracking phone and online assistance, however that has appeared to increase as well.</p>
<p>4. <b>Scheduling of services:</b> Given available data, describe the patterns in <b>usage (times of day, times of year, weekend usage)</b>. Are there changes in when students access services? What are the implications for your department/program?</p>	<p>This past spring the UCs imposed a <b>new</b> (we did not hear of it until May of 2010 for a deadline of September 30, 2010!) Transfer Agreement Guarantee program that required heavy student contact during late August and early September (usually our lowest student contact period). The Transfer Center Director was most impacted, having the responsibility for 564 students who applied. It also impacted the drop in and appointment usage for the Counseling Department (when they are already very busy with new student</p>

	registration). This deadline will not change according to the UCs.
5. <b>Student Demographics:</b> Given available data, describe the trends with respect to <b>student demographics and underrepresented students</b> . Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	We have not been able to track the data because we have not had access to the instructional research staff person (the position was unfilled for a long time and just recently has been filled). In anticipation of the need for services, we added workshops and college rep visits to the CNSL 85H courses for Mfumo and Puente classes, as well as assisted with the annual bus trip for the same population.
6. <b>Student Academics:</b> Given available data, describe the trends with respect to the <b>academic characteristics of students, such as transfer or basic skills status</b> . Are there changes in access to and use of services? What are the implications for your department/program?	We currently have no access to this data (see above). However, the increase of the use of the center by students indicates that the reduction of freshman admits in UC and CSU enrollments has had an impact on the number of students accessing the center here.
7. <b>International Students:</b> Given available data, describe the trends with respect to <b>international students</b> . Are there changes in access to and use of services? What are the implications for your department/program?	During the 09/10 academic year, the annual International Transfer Fair was located at Foothill College. This fair grows each year, and this past year, we had 60 universities attend with approximately 350 students attending. In addition, we scheduled university representatives from the International Admission Offices of San Francisco State University, UC Davis, UC Santa Barbara and National University to meet one on one with international students in the Transfer Center.
8. <b>Optional:</b> Provide any additional data relevant to your program. (Indicate the source of the data).	In addition to the Transfer Center, students utilize the Counseling Center and appointments for assistance with transfer. The number of students indicating transfer in their reason for making a counseling appointment for 2009/2010 was 3,974.
9. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.	Due to budget cuts at the CSUs and UCs, the college representatives have decreased their visit schedules. This has resulted in increased use of the Transfer Center and the Counseling Center by students.

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations-Planning Transfer Mission
1. Maintain current and develop new Transfer Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Provide consistent services such as bus trips, transfer events, college rep visits, drop-in assistance and targeted drop-in counseling (to assist with TAG and TAA deadlines).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Coordinate systematic and consistent outreach to underrepresented students in the Puente, Mfumo, Pass the Torch and EOPS programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities	Measures	Timeframe	
1. Maintain current and develop new Transfer Agreements.	1. Coordinate with the Office of Articulation to update and create new Transfer Agreements.	Increased number of transfer agreements.	1-3 years	
2. Provide consistent services such as bus trips, transfer events, college rep visits, drop-in assistance and targeted drop-in counseling (to assist with TAG and TAA deadlines).	2.As funding allows, add services.	Increase in services	1-3 years	
3. Coordinate systematic and consistent outreach to	3. Make classroom visits to these groups, provide workshops and counseling	Increase in workshops, classroom visits, university	1-3 years	

underrepresented students in the Puente, Mfumo, Pass the Torch and EOPS programs.	services, and create and maintain university partnerships for these student groups as funding becomes available.	partnerships and counseling appointments.	
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>	
1. Increase Transfer Director time from 33% to 50-100%	The number of transfer agreements can only be developed with the expertise of the Transfer Director and Articulation Officer. The amount of time the Transfer Director has is only enough to partially direct the Transfer Center and review the current agreements.	Title 5 regulations require us to develop and maintain these agreements. In addition, these agreements give students the confidence to aim high and achieve their transfer goals. According to the CCCCCO: 1. While 70% of CCCs are able to offer evening hours in the Transfer Center, we are <u>unable to offer any evening hours</u> . 2. The average CCC Transfer Center Director is assigned <b>at least</b> half-time ( <b>26% are full-time</b> ). Foothill has not allocated similar staffing time and is below that average. 3. The average CCC Transfer Center has .2 more full-time classified/administrative staff than Foothill.	
2. Increase Transfer Center budget.	To provide bus trips, transfer events, and update student handouts, and increase visible marketing such as posters, banners and flyers.	Title 5 regulations require us to deliver these services to students. In addition, they provide students with the knowledge and experience to achieve their transfer goals.	
3. Increase Transfer Center Director time from 33% to 50-100% (same as for #1).	There is currently no coordination with the underrepresented student groups.	Title 5 regulations require us to deliver these services to students. Instead of waiting for students to find the Transfer Center, by going to the students, we can ensure that these groups of students become informed and motivated to pursue their transfer goals.	
4. Hire additional classified staff.	To provide consistent and professional service at the reception desk and to assist in	The reception desk is key for student success. General questions are answered and when needed, referrals to	

	<p>maintaining the website. Create and maintain online TAG,/TAA resource materials for counselors (to replace current binder of hard copies).</p>	<p>other services are provided. Students would benefit greatly from consistent and informed service. This area is now staffed by students, and it is challenging at best because of turnover and demands on student schedules to have consistent and dependable service.</p>	



<b>III. Service Evaluation</b>	
<i>Service Evaluation Overview</i>	
<b>Note:</b> we have not been able to do any updates this past year because of the Institutional Research position has been vacant for several months. We hope to get to work on this during the coming year.	
1. <b>Student Services Survey:</b> Given results of the Fall Student Services Survey, describe any trends with respect to <b>student knowledge of and use of program services</b> . Are there changes over time? What are the implications for your department/program?	58 % of students have heard about the Transfer Center, but never used it. A follow-up survey is needed to understand why students are not using the Transfer Center.
2. <b>“Internal” Evaluation:</b> Given results of the Internal Evaluation, describe any trends with respect to <b>internal perceptions of program effectiveness</b> . Are there changes over time? What are the implications for your department/program?	Goal: Develop and implement a survey for staff and faculty members in Student Services by 2010-2011. Currently, we do not conduct these evaluations.
3. <b>“External” Evaluation:</b> Given results of the External Evaluation, describe any trends with respect to <b>external perceptions of program effectiveness</b> . Are there changes over time? What are the implications for your department/program?	Goal: Develop and implement a survey for faculty by 2010-2011.
4. <b>Point of Service Surveys:</b> Given results of the Point of Service Survey, describe any trends with respect to <b>student evaluations of service</b> . Are there changes over time? What are the implications for your department/program?	Goal: Develop and implement a survey for students by 2010-2011.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	
6. Are you seeing <b>trends in service satisfaction or perceived effectiveness</b> that are not reflected in the data cited above? If yes, please explain.	The feedback that we receive from students is very positive.

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Develop an external survey for faculty	Work with researcher to measure goals	Launch survey and produce data	2010/2011
Develop an internal survey for counseling and other staff	Work with researcher to measure goals	Launch survey and produce data	2010/2011
Develop a point of service survey for students	Work with researcher to measure goals	Launch survey and produce data	2010/2011
Track contact hours over phone and email	Implement SARS on personal computer to log-in email and phone contact hours by students and community	Internal Audit	2010/2011
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>	
N/A at this time.			

IV. Service Area Outcomes		
<i>Service Area Outcome Assessment</i>		
<p>1. <b>Be sure and complete your service area outcomes. SAOs are entered through the C3MS and archived in the public database found at: <a href="http://www.foothill.fhda.edu/schedule/learning_outcomes.php">http://www.foothill.fhda.edu/schedule/learning_outcomes.php</a></b></p>		
<p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
See SAOs		Resources needed to complete SAOs are described in the Transfer Center SAOs.
		One change has been made to the current list of SAOs – to survey a workshop instead of a class.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	Currently the Transfer Center Director has 33% release time. This is insufficient for the current population, much less anticipates future needs of growing populations. The Transfer Center Director needs to be 50-100%.
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Career/Transfer Services Assistant (Admin. Assistant I) full-time for Career/Transfer Center front desk support. Share with Career Center.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	Yes, except for storage. Inadequate storage continues to be a challenge for the existing service area. We have tables and chairs used by visiting representatives for both the Career and Transfer Centers, and dollies for transportation of heavy items for which we have no space.
4. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online services? If no, explain.	Yes.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	<b>Yes.</b>

<p>6. List needs for upgrades for existing spaces.</p>	<p>More storage space.</p>	
<p>7. List any new spaces that are needed.</p>	<p>As staff and faculty positions are added, we will lose space that is now being used for visiting college representatives. We will need to identify additional areas to be utilized. <b>In addition, it is necessary to have the Articulation and Honors staff and faculty located in or near this area.</b></p>	
<p>8. Identify any long-term maintenance needs.</p>	<p>None.</p>	
<p>9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.</p>	<p>Yes, except the copying machine and shredder is not very accessible.</p>	
<p>10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.</p>	<p>Yes.</p>	
<p><i>Budget</i></p>		
<p>11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?</p>	<p>No. An increase in A-budget would enable an increase in Transfer Director time and a Career/Transfer Assistant position.</p>	
<p>12. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>There are scant funds to provide for copying, bus trips, transfer events and marketing. \$1,800 per year is not enough. \$8,000 annually would enable us to provide basic services and revitalize the Minority Transfer Program. We have had to request funding for the last several years from the Foundation, and ASFC in order to meet basic requirements.</p>	
<p>13. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p>Increase annual funding for items #1, #2, #11, and #12</p>	
<p><b>Summary of Planning Goals and Action Plans</b></p>		
<p>14. What are your goals in respect to resource planning and how will your goals be measured?</p>		
<p>15. Are additional resources needed to accomplish your resource purpose and rationale for each request.</p>	<p>planning goals? If yes, identify the resource, as well as the</p>	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
1. Increase Transfer Director time from 33% - 50-100%	To enable the Transfer Director to have adequate time to review increasing Transfer Agreement, to monitor existing agreements and to develop new (requested) agreements.	Transfer is a core mission of the college and transfer agreements not only ensure student success, but are also mandated by Title 5.
2. Fund pre-existing Classified Position of Front Desk receptionist	To provide consistent and expert service to students. This position is currently staffed by student help.	Transfer is a core mission of the college. This position would provide for increased service to students.
11. Same as number 1.	To enable to the Transfer Director to conduct additional training of counselors, coordinate outreach to underrepresented students and to revitalize the Minority Transfer Program.	Transfer is a core mission of the college and targeted service to underrepresented students not only ensure student success, but is also mandated by Title 5.
12. Increase B-Budget from \$1,800 to \$8,000 annually	To have adequate funds for transfer events (fairs, celebrations and bus trips) and marketing initiatives.	Transfer is a core mission of the college . The annual transfer fair and bus trips are mandated by Title 5 requirements. Students are not necessarily enrolled in the Transfer Center, so marketing is the only way that we can reach students to let them know about the events, workshops and college representative visits.

## VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
1. Increased targeted services to underrepresented students by offering workshops and college rep visits to the Puente and Mfumo transfer classes.	none	Increased service to students (not sure of success, need to work with institutional researcher)	Transfer Core Mission
2. Implemented online scheduling of workshops and college rep visits for students.	none	Increased service to students	Transfer Core Mission

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
1. Maintain and increase the number of Transfer Admission Guarantee agreements with more universities.	Increase Transfer Director time from 33% - 50-100%	Increased transfer success	Transfer Core Mission
2. Revitalize the Minority Transfer Program and increase transfer services	Increase of B budget by \$6,500	Increased transfer success	Transfer Core Mission

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>
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