

Annual Transfer Center Program Review for 2011-2012

**Introduction to The Program Review Process for Student Services Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student service programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	<b>Transfer Center</b>

Annual program review addresses five core areas, with a final section for administrator comments and their reflections for the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator’s comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review.

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review.

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

## Annual Transfer Center Program Review for 2011-2012

### Basic Program Information

Student Service Program Name: Transfer Center

Student Service Program Mission:

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”.

Program Review Team:

<u>Name</u>	<u>Department</u>	<u>Position</u>
<b>Maureen Chenoweth</b>	Counseling	Transfer Center Coordinator
<b>Elaine Piparo</b>	Counseling	Transfer Center Director
<b>Laureen Balducci</b>	Counseling	Dean, Counseling Division

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**Section 1. Data and Trend Analysis**

1.1. Program/Department Data

Dimension	2008–2009	2009–2010	2010–2011
Students Served	1437	2134	2495
Full-time FTEF	0	0	0
Part-time FTEF	.33	.33	.50
Full-time Staff	1.0	1.0	1.0
Part-time Staff	4	4	4

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

Student use of the Transfer Center has steadily increased while staffing has not. In addition, fewer visits have been made by UC and CSU outreach due to budget cuts, adding additional strain. The Transfer Center is mandated by the State of California (Title V) to provide transfer services to underrepresented students. Currently, one full time staff coordinates the center by scheduling college reps, presenting to Counseling 50 classes, coordinating events such as the Transfer Fair, conducting workshops and providing drop in assistance. The Transfer Director serves to provide guidance to the Center, train the counselors, and develop and review TAGs. To increase our efficacy over the last few years, we have implemented an electronic online registration system for appointments and workshops (SARS), but we will need additional help from Instructional Research to identify student use by ethnicity as SARS does not have this capability. In addition we have increased inreach through marketing, Student Activities and other campus groups to get the word out to students to let them know about services, and deadlines, but we have reached capacity for doing this kind of work. Also because of inadequate staffing, we have not been able to add a fully functional Facebook and Twitter presence.

But most importantly, what has been very difficult to do without additional staff is to integrate the Transfer Center into existing programs that serve underrepresented students. This used to happen more when there was a Dean of Student Services, but this function has never been fully integrated. An additional staff person in the Center would make the Front Desk more consistent and useful for students and an additional component would be the extra help needed to target services for underrepresented students, and to help coordinate the integration process.

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## Section 2. Learning Outcomes Assessment Summary

### Unit Assessment Report - Four Column

#### Foothill College SA - Transfer Center

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Transfer Center - 1 - Drop-In Students - Drop-in TAG students will complete a TAG Agreement. <b>Year(s) to be Assessed:</b> 2010-2011 <b>SA-SLO Status:</b> Active	<b>Assessment Method:</b> At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the transfer Director. <b>Assessment Method Type:</b> Data <b>Target:</b> Increase the number of students successfully completing a TAG agreement.	10/18/2011 - 80% of students that attended the workshop and met with a counselor completed a successful TAG. FAKE DATA <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> Increase staffing to enable the delivery of increased workshops.  10/10/2011 - TAG drop-in counseling was added to increase the visibility of the TAG program and to assist students in creating a successful education plan. A total of 126 students used the service and of the 126, 92 or 73% wrote an acceptable TAG. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Increased transfer center director time and increased staffing will ensure that students receive adequate resources.	10/10/2011 - We feel this was very successful. Even though it was a little short of the 75% goal, we do feel that the target was met and that the visibility of the program was increased and more students than ever came in to complete a TAG or TAA. Next year, we plan to offer TAG and TAA eligibility workshops for students.
SA - Transfer Center - 2 - Underrepresented Students - Transfer Center will offer workshops to underrepresented transfer students. <b>Year(s) to be Assessed:</b> 2010-2011 <b>SA-SLO Status:</b> Inactive	<b>Assessment Method:</b> The Transfer Center will track the number of workshops offered. <b>Assessment Method Type:</b> Data <b>Target:</b> Increase the number of underrepresented students utilizing the resources of the Transfer Center.	10/10/2011 - Workshops were delivered to Puente and Mfumo students in Spring Quarter when the transfer courses are offered. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> An institutional researcher to assist us with set up of report requests and to assist us with tracking underrepresented students	10/10/2011 - Students appreciated the workshops, but we need to work with an institutional researcher to track the data.

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2.3 Please provide observations and reflections below.

While it has been fairly easy to track the number of TAGs being completed, it has not been easy to track who has benefited from the workshops (having a TAG approved), and to break this down further by underrepresented student groups. The Office of Institutional Research could provide this information.

2.3.a Service Area Student Learning Outcomes

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2.3.b – Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

Yes, it has become apparent that just completing a TAG is not the only information that we want to consider. We also want to know what student groups are doing TAGs and whether or not their TAG has been approved. We will also want to track the percentages of students who actually matriculate (or not) into the school where they did their TAG. **Error! Reference source not found.**

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2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?**Error! Reference source not found.** Yes

2.3.d

We are starting to have the conversations across campus about the relationship of transfer services to the needs of underrepresented students (e.g. New Transfer Work Group Goals).**Error! Reference source not found.**

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

<b>Action Step</b>	<b>Related SASLO assessment (Note applicable data)</b>	<b>Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)</b>	<b>How will this action improve student learning/success?</b>
1. Continue to integrate services to underrepresented students with the Transfer Center: presentations in outreach and inreach, targeted transfer advising and transfer workshops, and bus trips	Track data by student group (ethnicity, first-generation, low-income, veterans, students with disabilities)	Narrow gap for transfer of underrepresented students	Students will have adequate tools to transfer to university of their choice

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**Section 3: Program Goals and Rationale**

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions.

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3.2 Previous program goals from last academic year

<b>Goal</b>	<b>Original Timeline</b>	<b>Actions Taken</b>	<b>Status/Modifications</b>
Increase participation by underrepresented students in Transfer Center Activities		Offered workshops and coordinated college rep visits to the Mfumo students.	
Increase the number of TAGs		Offered additional workshops and included counselors and college reps in some of them.	

3.3 New Goals: Goals can be multi-year

<b>Goal</b>	<b>Timeline (long/short-term)</b>	<b>Supporting Action Steps from section 2.4 (if applicable)</b>	<b>How will this goal improve student success?</b>
Increase integration of Transfer Center with EOPS, Puente, Mfumo, DSPS, Veterans			
Increase the number of approved TAGs for underrepresented students.			
Increase number of transfer related activities for underrepresented students			
Increase integration of Transfer Center with EOPS, Puente, Mfumo,			

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<b>Section 4: Program Resources and Support</b>
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4.1 Use the tables below to summarize your program’s resource requests.

Full Time Faculty and/or Staff

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
Student Success and Retention Specialist		Increase TAGs and services to underrepresented students	Reassigned from Student Success on 1st or 2 <sup>nd</sup> floor

B Budget Augmentation

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>F 114000 O 132008 A P 633000</b>	5,000	To fund events such as Transfer Celebration, Transfer Fairs, Heritage Month transfer events and bus trips, printing	Any

Facilities and Equipment

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
Office Space needed for college rep visits	none		

One-time/Other: (Release time, training, etc.)



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<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>

Program:

Updated:

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### Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths, and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Program has become more visible across campus and more students are using the Center	Program has excellent reputation with college representatives, recently awarded Community Partner status with UCLA
<b>Weaknesses</b>	The Program is becoming overextended	None yet.
<b>Opportunities</b>	There is a huge need to integrate transfer support into programs for underrepresented students. This is a wonderful opportunity.	The Student Success Task Force is recommending increased student service support to under-prepared students.
<b>Threats</b>	Without additional resources, we will have difficulty in accomplishing our mission, goals and ultimately the College's core mission of transfer.	The California State Budget

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Additional staffing is critical. We will have to reduce services without it.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

None that we are aware of.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Increased use of the Center, Community Partnership with UCLA, and Increased TAGs.

Program:

Updated:

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### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The Transfer Center continues to be an exemplary program in that it offers continual partnerships with transfer institutions, transfer fairs, transfer and major workshops, one-on-one assistance with transfer general questions, and a top notch Transfer Coordinator to help lead the transfer program.

The unfortunate area of concern is not having a consistent Administrative I position at the front desk of the Career and Transfer Center. This is crucial to offering pertinent information and direction to students as well as assisting the Transfer Coordinator with projects and marketing.

6.2 Areas of concern, if any: Along with not having the staffing associated with the Transfer Center, there is still an issue of marketing the C/T Center in such a way on campus by not only flyers, etc. but by truly connecting with each Division so that faculty and students are more aware of and involved in transfer possibilities.

6.3 Recommendations for improvement: None except for staffing concerns already addressed above.

6.4 Recommended next steps:

Proceed as planned on program review schedule.

Further review/Out of cycle in-depth review

Program:

Updated: