2017 Transfer Center Annual Program Plan

TCTR Transfer Center

I.A.	Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? **(Program Profile: Purpose)**

Narrative

The Transfer Center's Mission is to provide programs and services that facilitate Skyline College students' transition to baccalaureate institutions at each phase of a student's pathway, from their initial connection and entry to Skyline College through the completion of their goal to transfer. We aim to work to close the transfer attainment gap among underrepresented student populations at Skyline College and to support our campus' effort to be a leading Transfer Institution in the State.

The goal of the Transfer Center is to provide:

Students' access to 4 year university representatives, through Transfer Fairs, visits by representatives, campus tours, and admissions presentations; Student Support through workshops, application assistance, and Transfer Admissions Guarantees; Student access to up to date transfer resources and information; Specialized access to transfer programs and services to underrepresented students; Collaborations with campus divisions, departments, programs, faculty and staff to maximize institutional resources.

This year the Transfer Center has done this by:

Implementing the 5th Annual Fall Transfer Conference; Providing various transfer related workshops, including an expansion of application support and transition services; Hosting two Transfer Fair events; Hosted 5 Campus tours: UCSC, CSUMB, UCD, UCB, and Sac State (late April); Providing campus-wide in-reach to students through 3 ambassadors to promote transfer related services and events, including meeting with 4-year campus representatives; Updated Counseling and Division faculty of key campus changes and resources available to students; Continuing to expand a campus-wide transfer advocate program; Hosting a Transfer Initiative Advisory Committee (May); Continue to implement a PowerPoint update for professors to display in their classes; Expand partnerships and connections between UC programs aimed to support underrepresented students and learning communities and programs that support students.

II.A.	Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

The Transfer Center now has 4 years of data of consistent SLOs. At the end of the 14-15 year cycle 2 new SLO's were added to be reported on during the 15-16 year. The SLOs, success criterion, methodology and related documents have been uploaded into TracDat, including the 4 column report. The feedback compiled from the 14-15 and what's available for 15-16 years were overwhelmingly positive and criteria for SLOs were met. The evaluation of the Transfer Center Fairs and the Fall Transfer Conference was positive and criteria were met.

Regarding the 2015-2016 year, the criterion were met for both assessment methods for the Transfer Day event and Transfer Fair events. For the 2016-2017 year, the criterion was deemed inconclusive due to the limited feedback responses received from students.

Overall data among all categories, college tours, workshop data and events shows that what the Transfer Center is doing is effective and well-received by students.

In 2014-2015, two new SLOs were added:• Students will access Transfer Center resources offered
• Students who identify or are identified as transfer students will transfer to a 4 year institution (See Appendix)

For the final new SLO, students who identify or are identified as transfer students will transfer to a 4 year institution, we have the following information: As reported by the PRIE office, http://www.skylinecollege.edu/prie/assets/research/transferdata.pdf 471 students transferred to a CSU in the 2015-2016 application cycle, and 119 students transferred to a UC in the 2015-2016 application cycle. The CSU number is higher than 2014-2015. The UC number has not changed significantly; however it is closer to our 2012-2013 spike. It is expected to have higher numbers in both 2016 and 2017 as we already know there was a significant increase in applicants in the 2016 year due to the deadline extension.

There is no data listed on the Program Data specifically for Transfer. The added PSLOS above reflect both outcome data for outreach and numbers of students reached, showing a new level of productivity reached and the outcome data for the CSU and UC are not new enough to show recent trends. The CSU's budget has been stabilized further, which demonstrates an increase in admissions statewide and this is reflected in our numbers as well.

| **II.B.** | Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. **(Analysis: Program Environment)** |

Narrative

Changing policies, procedures, new legislation, impaction at the four- year level, and new admissions requirements impact the Transfer Center's program on an ongoing basis. Not only is the Transfer Center responsible for informing counselors and staff with new information and changes, but the information needs to be communicated to students in an accurate and understandable manner.

In 2014, SSSP implementation on campus began and this combined with the Skyline College Promise will bring forward further programs and services that the Transfer Center will be involved in implementing. Specifically, there is a discussion of the Transfer Center supporting students exploring campuses more in depth and the potential of implementing a New Student Transfer Orientation on a larger scale. Additionally, more intentional educational work at the high school level to prepare students prior to coming to Skyline College, will require staffing and resources. In line with the Transfer Center equity plan, there is discussion of implanting targeted outreach to students identified in the plan to do more in depth coaching utilizing peer leaders and a structured programming to help inform students. Admission requirements change yearly as do budgets. In previous years our local CSU of SFSU became more impacted, which has required us to inform students of the changes. However, most recently, admission numbers at SFSU have dropped raising discussions around lifting impaction from certain majors. The program must continue to stay informed, so that students and the campus community are informed of these changes. Transfer Admissions Guarantee (T.A.G.) requirements have changed every year, requiring the Program to update the information for students and counselors. For example, in the 2016-2017 application cycle the Personal Insight questions were introduced as part of the UC application. This required the Program to collaborate with UC partners and inform students and counselors regarding the changes and expectations.

All of these different changes are communicated to students in different formats such as workshops, campus announcements, GWAMAILs, classroom presentations, the Transfer Center website, and the Transfer Center student email updates.

II.C.	(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
	(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. **(Analysis: Student Learning Outcomes (SLOs and PSLOs))**

Narrative

SLO:

Counseling 104, Understanding Transfer (1.0 unit) which was first approved in the 2011-12 year was offered in Spring 2015; however due to low enrollment was cancelled. It was then offered again in the Fall 2015 and Fall 2016, with additional outreach to incoming students. However, the course was low enrolled and cancelled in the Fall 2016 semester. The course was submitted for modifications in the Spring 2016 to the Curriculum Committee and approved.

SLO's have been uploaded SLO's in TracDat and course-level SLOs have been mapped to PSLOs and ISLOs. An assessment method has been uploaded for the course as well. The course level assessments will happen in the 2016-2017 cycle.

When we offered Counseling 104 in the Spring 2014 as a late start course the enrollment was low. We did some of our traditional outreach, but since it was new, warranted more outreach efforts. We expanded outreach efforts for Fall 2014, including outreach during new student orientations, PEP in addition to campus announcements, GWAMAILs etc. and were successful reaching an enrollment almost to 20. We also outreached for the Fall 2015 with less concerted efforts and enrollment was lower than expected. Continued outreach to counseling division, in addition to planned development of partnerships with Skyline Promise and summer programming we hope to increase enrollment.

PSLO:

The Transfer Center now has 4 years of data of consistent SLOs. At the end of the 14-15 year cycle 2 new SLO's were added to be reported on during the 15-16 year. The SLOs, success criterion, methodology and related documents have been uploaded into TracDat, including the 4 column report. The feedback compiled from the 14-15 and what's available for 15-16 years were overwhelmingly positive and criteria for SLOs were met. The evaluation of the Transfer Center Fairs and the Fall Transfer Conference was positive and criteria were met.
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III.A.	Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

- Several strategies and initiatives have be implemented or planned as a result of the work of the Transfer Initiative Advisory Committee
- A focus on cross-division collaboration and outreach has yielded greater campus-wide awareness of services and overall participation in events
- Funding for college tours has allowed for additional opportunities for students to engage in transfer
- Center staffing is needed to continue to grow and lead a strong transfer institution

III.B.   If the program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. **(Reflection: ISLOs)**

Narrative

Since the time of the Program Review, the Transfer Center has maintained 2 to 3 Ambassadors via work-study funding and equity funding. This funding continues to be approved on an annual basis and is not yet institutionalized, despite increased and successful outreach numbers. Additionally, the recommendation was to have 3 ambassadors. The additional classified position that was requested during the Comprehensive Program Review process was an Office Assistant II (OA II). A dedicated OA II would be able to maintain reports, manage center day-to-day operations, supervise student assistants and provide administrative support to program and service efforts. This would free up the Programs Services Coordinator to do more marketing and outreach, contributing more to writing reports and grants and program development. This would allow the Transfer Center Coordinator to concentrate efforts on program development, fundraising for new programs, develop student materials and resources, and most significantly furthering cross-collaboration efforts.

It is also important to highlight with the increased number of applicants to both the CSU and UC, there is an increased staffing need to run transfer related workshops and events meanwhile meeting all of the applicants needs during the Fall semester. The Counseling Division has shown tremendous effort in teamwork in supporting extended drop-in hours and having multiple counselors serve as TAG counselors. Even with this extra support, student demand of Fall application services was so high, that adding more programming beyond the Transfer Conference and Transfer Day (such as Fall tours, or Transfer Orientation workshops as required via SSP) will be a challenge due to the demands for time on the Transfer Center Coordinator and the Program Services Coordinator.

The Transfer Center received funding through the Student Equity Plan. The funding is for the Transfer Conference and College Tours, both events were identified as needing a funding source during the Comprehensive Program Review. Through the funding of Student Equity which went through December 2016 and August 2017 we have secured an annual budget of $39,000 to cover the following programs and services: Campus Tours, Transfer Fairs, Fall Transfer Conference, Transfer Workshops, the Transfer Appreciation Dinner, Transfer Outreach, Promotional materials, and programmatic implementation of the Student Transfer Enrichment Project (STEP). Currently, the Transfer Center has a budget of $12,539.

As part of the Transfer Initiative's goal to increase the campus-wide Transfer Culture, the Transfer Center has purchased Graduation Cords to recognize Transfer Students at Graduation. This is another ongoing expense that would be best as part of the annual program budget.

Finally, the Transfer Center has been working with the PRIE Office through the work of the Transfer Initiative Advisory Committee to do both qualitative and quantitative work on Transfer data. Some data has been collected through the Student Equity plan, and some will be collected through the Skyline College Promise. In efforts to address Equity Plan goals, the Transfer Center has been working with PRIE to collect information regarding students who have completed 15 or more transferable units in order to better conduct outreach to those students and to provide services through Student Transfer Enrichment Project (STEP). The STEP program aims to proactively engage underrepresented students at Skyline College through transfer related workshops, coaching.

IV.A.	Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.
	Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

As mentioned previously, all the Transfer Day and Fair events, the Transfer Conference, the workshops provided and the campus tours have all received high marks based on student evaluations. Participation at events and workshops has continued to increase. It is recommended to continue the fairs, campus tours, the Fall Transfer Conference and the workshop offerings. It has also been recommended to expand the conference to include workshops for parents, guardians, and community members, this would entail more staff support and a longer conference.

•Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

The Program Services Coordinator has continued to make a concerted effort to utilize all of the campus resources- GWAMAIL and campus announcements. In addition, she has used our listserve, Facebook, and Instagram as a way to reach students. It is recommended to continue using these methods to reach students.

Through the recommendation of the Transfer Initiative Advisory Committee, monthly PowerPoint slides to instructors is planned to be a continued mechanism to get the word out and has proven to be effective. It is also recommended to continued outreach for Alma Mater Day.

In addition to continuing the same services, it is recommended to formally make the Fall Transfer Conference an annual event with a budget. It is also recommended to institutionalize the college tour budget. College tours were recommended as a key strategy by the Transfer Initiative Advisory Committee and identified by the Student Equity Plan as a method of promoting transfer and engaging student interest. Each college tours hosted this fall 2016 spring 2017 semester had a waiting list. There was widespread interest to attend the tours.

It is also recommended to re-instate the Transfer Center staffing. In Fall 2014, the Career Resources Counseling Aide left the Transfer Center and the position was not re-filled because it was Measure G funded. There is a strong need for additional administrative support via an Office Assistant II and support to help our students who visit the Center every day.

Finally, the Transfer Center Ambassadors make a huge impact by visiting classrooms regularly and meeting with students by tabling on campus. These efforts have helped tremendously in having the Transfer Center services have high visibility on campus. The continued success of this program would entail making their funding stream as part of the ongoing budget. Expanding the student support through the implementation of the Student Transfer Enrichment Project (STEP) will also increase outreach and engagement. This additional work that will be added next year will also be a larger student engagement plan based on the goals of the student equity plan. This entails a peer mentorship program model that

includes several touch points between the Transfer Center and students in the program.

It is recommended to continue the work of the Transfer Initiative Advisory Committee and keep focused on the priorities of the committee: Outreach and Promotion (include Transfer Hour, campus tours and connections with High Schools), Cross-Division Collaboration and Transfer Pods (if funded). Regarding outreach, it is expected that through SSSP and the expanding outreach program that there will be increased demand to do more intentional work with high school students through the High School Liaison program and events, workshops and connections with High School Counselors. This will put additional work on the Transfer Center Coordinator and pull her away from the office.

Please see the attached Transfer Center Long Range Plan and section #6 above for specific goals and resources needed.

• Identify questions that will serve as a focus of inquiry for next year.
• How do we reach students before they get to Skyline College?
• How are we preparing and recognizing outgoing/transferring students at Skyline College?
• How many students are transferring, to which institutions and what are our goals?
• How do we reach students who are thinking about transfer, have not yet decided to transfer and do not participate in Learning Communities?
• How can we best serve underrepresented Skyline College students so they have the greatest chance to succeed?

Professional Development Needs:

Each year there is a CSU Community College Counselor Conference and a UC Ensuring Transfer Success Counselor Conference. These are important professional development opportunities for all Counselors, but specifically for the Transfer Center Coordinator/ Counselor to attend to get up to date information on resources and policy changes. It is also important for the Program Services Coordinator to attend the CSU Counselor Conference to support students with short questions pertaining to application processes, deadlines and the CSU. Finally, there are regional Transfer Center Director meetings, which are an opportunity to learn about trends in the region and share resources with other Transfer Center Directors.

PRIE requests:

- In-depth analysis of Transfer Center services and how they pertain to serving underrepresented students
- Reporting regarding students' completion of transfer units each semester.
- Tracking students who have completed 15 units of transfer credit
- Tracking students 30 units of transfer credit at the end of each semester
- Qualitative Data Project for 2016-2017 based on information the Transfer Initiative Advisory Committee framework set up

    By better understanding who is transferring and what's working and what's not working from a student's perspective, the campus and Transfer Initiative Advisory Committee will be better able to make goals and measure effectiveness regarding the number of transfer students. By learning the relevant demographic information, the campus will be able to assess how it is serving underrepresented groups. The goal of the qualitative data project is to learn a lot more about our

successful transfer students- what English and math courses were they in, were they part-time or full-time students, did they attend more than one campus, etc. Additionally, it has already been identified that a huge loss point for all students is after the first semester. By doing qualitative research on this process, we will gain a greater insight into potential interventions we can implement to support students up front. A thorough evaluation will allow us to better understand our students and what factors influence their retention and completion rates.

IV.B.   Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**