

Skyline College Transfer Center Program Review Executive Summary



Short Summary of Findings

The Transfer Center provides comprehensive resources, services, and activities for Skyline College students planning to transfer to four-year colleges and universities, as well as to the entire campus and surrounding community. Transfer Centers were originally established to strengthen the transfer function, and to increase the number of students prepared to transfer to four-year colleges and universities through the coordination of college transfer efforts. SB 121 Transfer Center Minimum Standards further established that a primary focus of the Transfer Center is the identification, development, and implementation of strategies designed to enhance the transfer of underrepresented students from economically disadvantaged families and students from traditionally underrepresented backgrounds. Because community colleges enroll such a diverse student population, the transfer function is particularly crucial in maintaining access to baccalaureate degrees for students historically underrepresented in higher education. Since its inception in 1992, the Transfer Center has supported the dramatic increase of the number of students transferring to four-year institutions, in particular, the University of California and the California State Universities.

The Transfer Center plays a key role in supporting the college's mission of transfer. As the transfer process to four-year colleges and universities has become more complicated and confusing, with the frequent changes to admissions requirements, the Transfer Center is having to play even a stronger role in making sure that Skyline College students have the necessary information they need to transfer. As the demand for transfer related services, programs, and activities increase, so does the need for personnel, technology, and monetary support.

Three Strengths of the Program

- **Proactive efforts to provide the most current and accurate transfer information to students and counselors.** As transfer admissions policies and general transfer information changes so frequently, the Transfer Center has been proactive in informing counseling faculty and students about these changes so that when making decisions about transfer majors and colleges, both counselor and students are working with up-to-date and accurate information.
- **Strong collaborations with Learning Communities and Programs & Services that promote transfer.** The Transfer Center, since its inception, has been committed to collaborating with campus Learning Communities, and Programs & Services that have the mission of transfer as one of their core goals. Through these collaborations, the Transfer Center has supported the transfer efforts of these programs to increase the transfer rate of students historically underrepresented in higher education.
- **Commitment to make transfer a reality for every Skyline College student that has transfer as a goal.** The Transfer Center staff is committed to making the Skyline College Transfer a model for Transfer Center's throughout the state. With this goal comes the commitment to become informed of who our students are and determine their transfer needs, be innovative in the development of programs, services, resources, and activities that meet their needs, and stay informed and current so as to provide our students accurate and timely transfer information.

Three Suggestions for Improvement

- **Hire a new Office Assistant II to support the increased growth of resources, services, and activities offered by the Transfer Center (and the Career Center).**
A new Office Assistant II position will help provide much needed support to both the Transfer Center (and the Career Center) as the programs experience an increase in programs, services, & activities.
- **Allocation of a line-item Transfer Center Budget.**
Having a consistent budget will allow program staff to plan yearly programs, services, & events based on a clear understanding of budgetary limitations.
- **Increase hours assigned to the role of the Articulation Officer.**
At the present time, Articulation responsibilities are handled on an extremely limited or as-needed basis (four hours). One of the greatest supports, or barriers, to transfer is the development of articulations agreements we establish with four-year colleges and universities. Much more needs to be done to assure that the college has complete and updated articulations.

Transfer Center Staff

Full-time Faculty Signature

Classified Staff

Submitted on: March 31, 2010

**SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY**

PART A: Mission Effectiveness

Overview

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The Transfer Center provides vital and comprehensive resources, services, and activities for Skyline College students planning to transfer to four-year colleges and universities, as well as to the entire campus and the community. Transfer Centers were originally established to strengthen the transfer function and to increase the numbers of students prepared for transfer to four-year institutions through the coordination of college transfer efforts. Transfer Center Minimum Standards (SB121) further established that a primary focus of the Transfer Center is the identification, development and implementation of strategies designed to enhance the transfer of students from economically disadvantaged families and students from traditionally underrepresented backgrounds. Because community colleges enroll such a diverse student population, the transfer function is particularly crucial in maintaining access to baccalaureate degrees for students historically underrepresented in higher education.

Since its inception in 1992, the Skyline College Transfer Center has dramatically increased the number of Skyline students transferring to four year colleges and universities, particularly those from underrepresented groups (See Appendix F5). One of the primary missions of the San Mateo Community College District is to provide "lower division programs to prepare students to transfer and enable them to transfer to baccalaureate institutions" as well as to provide "a program of student services to assist students in attaining their educational and career goals." The Transfer Center plays a key role in this mission and is vigorously dedicated to these goals, providing a vital center of transfer and articulation information on the Skyline College campus.

The Transfer Center provides an array of resources, services, and activities that promote transfer, including, but not limited to:

- The offering of and continued development of new transfer workshops on various transfer related topics.
- Yearly update of major handout forms, with development of new forms each year.
- Development of monthly Transfer Update Newsletters for counselors, which serve as a vehicle to keep counselors updated and trained on transfer policies and procedures, and general college information
- Monthly transfer updates for students who have signed up to be added to the Transfer Student Database
- Maintenance the Transfer Admissions Guarantee (TAG) Program by providing counselor training and student workshops
- Transfer Days and Transfer Fairs
- Establishment and maintenance of relationships with college representatives
- Housing, organization, and update of college transfer materials, including college catalogs and brochures
- Campus tours (every Spring to UC Davis)
- Update and maintenance of Transfer Center website
- Expansion of Transfer Admissions Agreements with Private Colleges
- Participation in Transfer Outreach and In-Reach activities
- Development of transfer related courses (via the Counseling Division)
- Coordination with campus programs, including Learning Communities and Support Programs
- Organization of a Transfer Hall of Fame event recognizing Skyline College Transfer Students who have achieved career success
- Organization of Transfer Recognition Ceremony, recognizing the academic achievement of our Transfer Students

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Transfer Center works closely with campus programs that have as their core mission the support of student transfer, including the Learning Communities (Puente, ASTEP, Kababayan, and Honors Transfer Program); and support programs such EOPS Program, MESA, and the TRIO Program.

The past Transfer Center Director, Linda Rosa Corazon, was also instrumental in the development of the District degree audit system and the creation of the Degree Audit Academic sub-committee. As Articulation Office, she also worked closely with the Admissions office in evaluation of student records from other institutions towards transfer requirements; and served as a resource and support to all Instructional Divisions and faculty in matters of transfer and articulation, helping to provide guidance and support to faculty in developing transfer level courses to meet CSU General Education, IGETC, and major preparation requirements.

The current Transfer Center Director, as did the past Director, serves on the Curriculum Committee. As a counselor and Transfer Center Director, she provides insight and advice in terms of how proposed curricular changes impact general Certificate, Associate, and Transfer requirements.

Building on the notion that Transfer is the responsibility of the entire college community, one of the goals of the Transfer Center Director is to begin collaborating with instructional divisions for support in communicating to students the importance of early Transfer Planning as a means to achieve their transfer goals.

3. Explain how this program meets the needs of our diverse community.

In 1991, Senate Bill 121 Minimum Standards for Transfer Centers (Section 51027 of Title 5) was adopted by the Board of Governors. Minimum program standards required the governing boards of each community college district to recognize transfer as one of its primary missions, and to place an emphasis on the preparation, in particular, and transfer of underrepresented students. Since its inception in 1992, the Skyline College Transfer Center has collaborated with the Skyline College community, and the community at large, to meet both the transfer missions of the college and the minimum standards established for Transfer Centers. This objective has been, and will continue to be met, through various means:

- Collaboration with campus Learning Communities and support programs, including Puente, ASTEP, Kababayan, Hermanos/Hermanas, Honors Transfer Program, EOPS, MESA, TRIO.
- Providing on-campus access and support to various university programs which promote the transfer of diverse students such as the UC Berkeley Transfer Admission (TAP) Program, which assists educationally and economically disadvantaged, low-income, and first generation college students in preparing for transfer to UC Berkeley, and the continued sponsorship of the UC Davis TOP (Transfer Opportunity Program) Advisor on the Skyline College campus. Having both of these programs on our campus has resulted in a significant increase over the years of Skyline College students transferring to both UC Berkeley and UC Davis (See Appendix F5);
- Continued training of all counselors, including Learning Community Counselors, to ensure that counselors working with under-represented students are well versed in college transfer policies and requirements.

To further understand the needs of the new students groups entering the college (Reserve Transfers; Veterans; Second-Degree candidates, and displaced workers seeking to obtain a bachelors degree to increase their competitiveness in the job market) and those already on campus who need more focused support (Underrepresented and Evening Students), the Transfer Center Director will collaborate with the Research Office to assess the needs of these student populations and focus on creating programs that support these needs.

4. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Transfer Center previously completed a Program Review Self-Study in the Fall of 2003. The previous Transfer Center Director/Coordinator, Linda Rosa Corazon, assumed leadership responsibility for the Center from the inception of the program in 1992 until her leave from the program in the Spring of 2008. In her program review, Ms. Corazon cites eleven goals that she planned on completing before the submission of this [2010] program review. Appendix F1 reflects these goals and the current Transfer Center Director's best estimate of which of these goals were accomplished.

PART B: Student Learning Programs and Services

Overview

1. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Title 5 Section 51027, Transfer Center: Minimum Program Standards Section H, 4 states:
"Advisory Committee. An advisory committee shall be designed to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available."

The Skyline College Transfer Center utilizes a Transfer Advisory Council that consists of representatives from the University of California, California State University, and Independent Colleges, as well as Learning Community Program Coordinators, the Career Center Director, Financial Aid, EOPS, and TRIO. The Transfer Advisory Council meets once a semester, in the Spring, to discuss transfer goals and objectives as well as to receive input and recommendations for program improvement.

Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

As a program within the Counseling Division, the Transfer Center itself does not offer courses, but rather, provides an extensive array of workshops, including, but not limited to:

- Writing the UC Personal Statement
- Completing the CSU & UC Applications
- Preparing for transfer to SFSU
- Preparing for transfer to UCB
- Preparing for transfer as a Nursing Major
- TAG Orientation Workshops
- New Student Orientation Workshops
- I have been accepted to SFSU, now what?
- I have been accepted to UC Davis, now what?
- Financing a Private School Education

The Transfer Center Director plans on developing new workshops every semester based on student interest, demand, and need. In addition, as part of the Transfer Center Action Plan, all workshops, current workshops and those yet to be developed, will have be assigned SLO's so that the workshops can be assessed and updated as determined by the assessment process.

While courses do not necessarily fall under the purview of the Transfer Center, the past Transfer Center Director, however, did develop two courses: CRER 655 Transfer Power and CRER 655 Career in Teaching. In the near future, the current Transfer Center Director plans on creating courses that will be offered by the Counseling Division, under the Career & Personal Development heading.

The Transfer Center plays a vital role in keeping counselors and students current on the ever changing transfer information. The Transfer Center Director regularly attends statewide conferences, regional Transfer Center Directors meetings, consistently monitors communication on the Transfer Center Directors list-serve for updates, and periodically reviews the Transfer Counselors website and individual college websites for updates and new information. In addition, the Transfer Center Director maintains communication with college representatives from the four-year colleges to receive first-hand and timely transfer updates. Furthermore, as a member on the Curriculum Committee, the Transfer Center Director maintains updates on college-wide curricular issues important for both students and counselors.

To assure that this information is distributed to both counselors and students, the Transfer Center Director has implemented several strategies/projects:

For Counselors -

- Development of a Transfer Updates Newsletter
The Transfer Newsletter provides counselors with timely updates regarding changes to transfer admissions requirements, programs, conferences, student resources, etc. These newsletters are sent to all counselors on the Skyline College staff on a consistent basis.
- Bi-weekly trainings with adjunct faculty
- Training updates at counselor meetings
- One-on-one communications/dialogues/trainings with counseling colleagues

For Students - Transfer Updates

- Students who have completed a Transfer Center Interest card are placed into the Transfer Center email database. These students are sent periodic transfer updates.

For both Counselors and Students - Update of the Transfer Center webpage

- While still a work in progress, the Transfer Center webpage has been updated with the intent of being more users friendly and with the goal of providing students current transfer information.

2. If the student population has changed, state how the program is addressing these changes.

Counseling faculty have reported seeing an increase in:

- Reverse-transfers (students transferring to Skyline College after having previously attended a four-year college)
- Veterans
- Second Bachelor Degree seeking students
- Displaced workers seeking to obtain a bachelors degree to increase their competitiveness in the job market
- Students who, under a different economic climate, would have probably been admitted to a college right out of high school. However, because of a reduction in freshmen admissions by four-year colleges were denied admissions.

Each of these student populations have differing needs in regards to what transfer information they may need. However, more information is needed to determine these needs. The examination of our student population and the analysis of their transfer needs is a goal that has been added to the Transfer Center Action Plan (Appendix F2).

3. All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.

The CRER 665 Transfer Power and CRER 655 Careers In Teaching courses are currently being reviewed and updated by the Counseling Division via the Program Review Progress (Spring 2010).

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

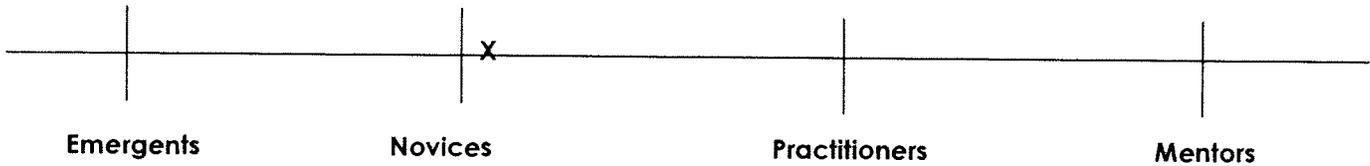
The Skyline College Transfer Center submits yearly Transfer and Articulation reports to the Community College Chancellor's Office. In his role as the college's designated Articulation Officer, the Dean of Counseling submits the Articulation Report on behalf of the college. The Transfer Center Director, in collaboration with the Dean of Counseling, is responsible for completing and submitting the Transfer Center report. The reports reflect our compliance with minimum standards required by the Chancellor's Office for Transfer Centers, budget allocations, as well as achievements and future goals. Yearly reports are also submitted to Project ASSIST reflecting curricular changes.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



The Transfer Center currently finds itself under the Novice category along the continuum. As the Transfer Center has transitioned leadership and staff within the last two years, the current Transfer Center Director has only been in her position a little over a year. As such, the current Transfer Center Director has completed SLO's as part of this program review. Assessments instruments will be completed by the end of the Spring 2010 semester and assessment will begin Fall 2010.

2. Highlight any major findings and resulting course or program modifications.

Not applicable. Please refer to Question No. 2 above

3. What additional resources are needed to implement the plan?

Not applicable. Please refer to Question No. 2 above.

PART C: Resources

Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The Transfer Center staff consists of a Transfer Center Director, Jacqueline Escobar, and a .5 Career Resources Counseling Aide, Nadia Tariq.

The Transfer Center Director will be completing her first full-year cycle as Transfer Center Director this Spring 2010 semester. As such, she has focused her efforts this past year in learning the position and the responsibilities that come with it. As transfer activities and responsibilities are cyclical in nature, the completion of a full-year cycle in this position is needed to fully understand the position and determine areas of deficiency or needs.

Throughout the past year, the Transfer Center Director has engaged in several development activities to promote her development as a general counselor and Transfer Center Director:

- Attendance in Transfer Conferences, including ETS (Ensuring Transfer Success, Counselor 2 Cal at UCB, SFSU Updated meetings, etc.)
- Participation in Regional Transfer Directors Meetings
- Completion of the On Course I Training
- Individual research of college websites regarding changes to admissions policies, programs, etc.
- Continued review of Transfer Center Director list-serve updates
- Continued review of the Transfer Counselors website for updates

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Within the last two years, the Transfer Center has seen major changes in staffing, both in the role of the Transfer Center Director, the Transfer Coordinator, and support staff, including a Career Resources Aide shared by the Career Center. Through these changes, an informal training process has occurred as the outgoing Transfer Center Counselor trained the Transfer Center Director and the outgoing Transfer Center Program Services Coordinator trained the Career Resources Aide.

The staff that has maintained consistent, for the most part, has been the Student Assistants. Student Assistants have played a vital role in supporting the day-to-day functions of the Transfer Center. Student Assistants are provided training to respond to basic transfer questions related to resources provided by the Transfer Center, appointment scheduling, and online resources, and answering phones. Student Assistants also play a key support role in the organization of Transfer Center events.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

In addition to providing support and information to students, the Transfer Center also provides support and resources to counseling faculty working with Skyline College students. Working under the premise that all Skyline College counselors are Transfer Counselors, it is critical that all counselors be knowledgeable and informed about transfer policies, procedures, programs, etc. For this to happen, consistent and continued training is key. While the Transfer Center Director provides counselors with transfer updates on a consistent basis, training is also necessary to assure a pool of qualified Transfer Counselors. In addition, new hires should be assigned mentors, from the pool of senior counselors, to assure that counselors are knowledgeable about not only transfer information but information specific to Skyline College. Lastly, the Transfer Center Director recommends that counselors within the Division complete a semester long rotation within the Transfer Center where they will be designated Transfer Counselors assigned to work with students with difficult transfer cases.

Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Facilities

The Transfer Center shares a space with the Career Center. This has been an ideal situation as the needs of students looking to transfer always intercept their needs to explore majors and colleges. However, both the Transfer & Career Centers are in need of a workshop space (with smart technology) and storage space.

Equipment

The Transfer & Career Center houses 14 computers that are accessible for student use in transfer and career related research. These computers are now old and obsolete. When students are conducting research on colleges, the computers frequently freeze, leaving the student unable to complete their research. When classes visit the Transfer & Career Center to utilize the computers, the majority of the time there are at least one or two computers that do not work, and with slow connections, the computers are always guaranteed to freeze while the students are completing their research. The Transfer & Career Center computers are in desperate need of replacement.

In addition, the computers of the Transfer Center Director and the Career Resources Aide consistently need attention from ITS. Both of their computers are old and need of replacement. Frequently, when conducting research for transfer updates, the computer freezes or responds extremely slowly.

Materials

Aside from the Transfer Handouts (GE, IGETC, major handouts), the Transfer Center does not have any publications that speak to the benefits of the Transfer Center. To increase promotion of the Transfer Center services, programs, and events, the Transfer Center would greatly benefit from having a Transfer Center Brochure. In addition, the Transfer Center Director would like to be able to create Transfer Center posters every semester that outline the Transfer Days/Transfer Fairs, workshops, campus representative visits, and college tours that it offers every year. These Transfer Center posters can be posted in every classroom on campus, thereby helping to promote the Transfer Center services, events, and programs. Lastly, the purchase of additional sandwich boards & material racks would further assist in promoting the Transfer & Career Center.

2. List projected needs.

- Replace 14 student access computers in the Transfer and Career Center
- Upgrade the computers for both the Transfer Center Director and the Career Resources Aide
- Development of a Transfer Center Brochure, Transfer Center Newsletter, and Transfer Posters
- Installation of a card reader system for limited printing access
- Purchase of video conferencing technology equipment (Please refer to Budget Request, Question No. 1 for explanation of needs).

- Purchase of screen and projector for web based workshops with college representatives (Please refer to Budget Request, Question No. 1 for explanation of needs).
- Purchase of a DVD player for students to view college promotional materials
- Purchase of 6 sandwich boards for promotion of events and services
- Purchase of racks to be placed in the Transfer Center and around campus. Racks will house Transfer & Career Center related materials.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

With the onset of the internet, the ease of finding transfer information online has exploded. Rarely do students rely on paper college catalogs to find information on their transfer college of choice. As such, the Transfer Center and counselors have had to become savvy users and consumers of on-line transfer information. To meet this need, the Transfer Center Director, within the last year, has been working to update the Transfer Center website, posting resources and information that is accessible both to counselors and students.

As fewer college representatives from the CSU's (California State University) and UC's (University of California) visit community colleges due to reductions in their travel budgets, these colleges are exploring other means of staying connected to the community college student without physically meeting with a student. For example, some campuses have discussed the possibility of facilitating video conferencing workshops. The Skyline College Transfer Center does not have the equipment to take advantage of these opportunities.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

For the past two years, the Transfer Center has received monetary support from various private colleges for the funding of a Spring Transfer Fair. The Transfer Fair focuses on promoting transfer to private colleges and universities. This support has funded both the advertising and partial food costs for the events.

Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Transfer Center Staff Support

Within the last year, the Transfer & Career Center lost a Program Services Coordinator (1.0) and an Office Assistant II (1.) position. These two positions were replaced with a 1.0 Career Resources Counseling Aid. As a result, the Transfer Center Coordinator has found herself assuming more office support responsibilities that had previously been done by the Program Services Coordinator. Having a 1.0 Career Resources Aide for both the Transfer & Career Center has been difficult because both centers have a great demand for office support. As the responsibilities of both the Transfer & Career Center Directors has increased over the last year, so have their needs for office support. This is resulting in an overworked staff!

In addition, because of proximity to the One-Stop Information Center, the Transfer Center frequently has to respond to general campus questions that takes away time from responding to the needs of the Transfer Center. This past year, the Transfer & Career Center assisted over 1,000 students who came into the center with a need other than to obtain Transfer & Career Center information. Many times, students need extensive assistance, which again, takes time from the Career Resources Aide. Many times, this means seeking assistance from the Transfer Center staff. As staffing reductions make it more difficult for students to find information, students are more and more finding their way to the Transfer Center.

Replacement of Computer Equipment (Computer Equipment) - Please refer to the Facilities, Equipment, Materials, and Maintenance, Question No. 1, for an explanation of needs.

Video Conferencing Technology

With the recent budget cuts impacting the travel budgets of college representatives from four-year colleges and universities, the Transfer Center has seen a significant reduction of college representative visits from the California State University (CSU) and University of California (UC). In an effort to provide students and counselors with the opportunity to maintain connections with these colleges, the Transfer

Center would like to begin to provide video conferencing with these colleges representatives. Equipment is needed to do this.

Workshop & Storage Space

Increase work hours devoted to the Articulation Officer position
Until the Spring of 2008, the role of the Articulation Officer was a .5 assignment of the previous Transfer Center Director, in addition to her .5 assignment of Transfer Center Director. An Articulation Assistant was also assigned hours to work with the Articulation Officer. For two years now, the duties of this position have been assigned to the Articulation Assistant for a total of four hours. With four hours, the Articulation Assistant is able to do only minimal work for review of course outlines and updates of reports. No work is being done to review or update articulation; nor any work to develop new articulations with the CSU's. Nothing impacts transfer more than our ability to update our articulations and the create new articulations. A greater commitment to this assignment is needed.

Line-Item Budget

At the present time, the Transfer Center does not have a set budget. Not having a set budget presents a challenge in program planning. As a program, the Transfer Center should have a set budget to assist the Transfer Center Director in planning for future events.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

As the Transfer Center shares space with the Career Center, the Transfer & Career Center share many of the same resources including staff support (both programs share a 1.0 Career Resources Counseling Aide), supplies & materials, program space, and computers.

PART D: Leadership and Governance

1. What leadership roles do the faculty and staff of your program hold in the college?

The Transfer Center Director will be completing her first year as Director at the end of the Spring 2010 semester. As such, she has focused her efforts this past year in learning the position and the responsibilities that come with it. As transfer activities and responsibilities are cyclical in nature, the completion of a full-year cycle in this position is needed to fully understand the position and determine areas of deficiency or needs.

The past Transfer Center Director served the college through her role as the Articulation Officer. The current Transfer Center Director has held the role of CSI Co-Coordinator (Student Services) and member of the FYE Committee

2. How do the faculty and staff in your program participate in the governance processes of the college/district?

As the only faculty member in the program, the Transfer Center Director, this past year, has participated in the shared governance process through her participation in the Curriculum Committee, as well as Student Services Committees such as the Orientation Committee, Student Success Program Committee, and the Hermanos/Hermanas Program Task Force. In the past, the current Transfer Center Director has served on various college committees including Educational Policy, SLOAC, and Academic Senate.

3. How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?

Even with the extensive turn-over experienced by the Transfer Center over the last few years, the consistency of the Transfer Center Director and the Career Resources Counseling Aide over the last year has resulted in significant additions and changes to the way service is provided:

Transfer Center Director

- Providing training to adjunct faculty on her designated Professional Development Time
- Development of the Transfer News! newsletter for Counselors.
- Added Transfer Admissions Guarantees and Articulation Agreements online, thereby making these documents easily accessible to student and counselors

- Development of relationships with colleges resulting in increased participation of colleges in events, workshop facilitation,
- Development of Student Transfer Updates - emails sent to students on Transfer Center database
- Counselor Trainings at all-counselor meetings
- Development of new major handouts used by students and counselors
- Awarded Trustees Grant to develop a New Student Transfer Orientation
- Developed new workshops to the list of workshops already being offered by the Transfer Center
- Conducting classroom presentations on Transfer related topics
- One of four counselors designated to review Pass along Evaluations
- Collaborate with counselor assigned to assist the Articulation Officer in identifying problem major and course-to-course articulation issues
- Worked to increase the visibility of the Transfer Center by promoting the center's events via the web, flyers, and classroom presentations
- Supervisor to various students in a Masters in Counseling program who have successfully obtained full-time employment at community colleges throughout the state.
- Completed the On-Course Training to include On-Course principles into the Transfer Center workshops and program

Career Resources Counseling Aide

- Holds an Office Assistance and Web Developer degree from Skyline College
- Working on a Business Administration Degree from San Francisco State University (focus on Web Development)
- Assisted in updating the Transfer Center website through her Omni Training and web experience.
- Worked with District ITS and E-SARS staff to enable student to register for Transfer Center Workshop and Campus Representatives visits online (via the Transfer Center website)
- Wide understanding of educational setting policies, procedures, confidentiality, prerequisite challenges, course repletion, excess units, and student grievance.
- Strong knowledge of student service database and software including CAPP, ASAP, Banner7.0, Websmart, SharePoint and SARSGRID/SARSTRACK.
- Assist faculty and staff in the planning of orientations, workshops, tours and other special events.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

Because the Transfer Center has seen such a change in leadership for the last few years, the approach being taken by the current Transfer Center Director is to approach the next few years as an opportunity for growth. To achieve this goal, the TCD has established several goals for the Transfer Center to accomplish in the next six years. Please refer to Appendix F2 for a full listing of these goals.

**APPENDIX C
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program: Transfer Center

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer

Appendix D Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 50 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.
Yes, I had enough prior notice of the Program Review due date.
2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
For the most part, yes. I found myself, however, spending way too much time on distinguishing between what to put in Question 2, Facilities, Equipment, Materials, and Maintenance (*List projected needs*) and what to put in Question 1, Budget Request (*What resources (staffing, facilities, equipment and/or supplies) will be needed in the next six years?*)
3. Were the questions relevant? If not, please explain and offer suggestions.
Yes, very much so. Although I did find myself having to repeat many statements. I am not sure if it is because of the way I am responding to the questions or if because the questions themselves get to the same information.
4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.
This being my first Program Review Process, I felt the whole process to be a bit overwhelming and intimidating. Because I did not fully assume the Transfer Center Director position until the Spring of 2009, I felt as though I was just *learning the ropes*, when already, I was faced with having to complete a program review. None-the-less, I completed the project and I am glad I did. I learned so much by going through this process. Responding to the questions of how the program interacts and coordinates with other programs on campus, explaining how the program meets the needs of our diverse community, explaining how the program stays current, and completing the Action Plan all allowed me the opportunity to reflect on the program over the last year and notice that much was accomplished, but much still needs to be done. Responding to the question about projected needs and resources makes me hopeful that I might get some much needed resources to do all that I want to do to help the Transfer Center grow and *shine!*
5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?
Yes, however, I found that knowing what you need to ask for is just as important as asking for data. I found the support I received from my colleague, Don Biederman, was extremely helpful in making sure that I collected data that was both necessary and relevant to present a complete program review.
6. Please offer any comments that could improve and/or streamline Program Review.

Appendix E
Skyline College

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	√
2.	Program Review Self-Study	√
3.	Worksheet for Enrollment, Performance, and WSCH/FTE	N/A
4.	Course Outline, Prerequisite and Student Learning Outcomes Checklist	√
5.	Needs Summary Form	√
6.	Mapping Instructional or Course Level SLOs with Institutional SLOs	√
7.	Response Sheet (Appendix C)	√
8.	Evaluation of the Program Review Process (Appendix D)	√

Appendix F1

Spring 2010 Transfer Center Program Review

Fall 2003 Program Review Plans and Program Modification Goals

Goal	Goal Met?	Comments
Expansion of the Transfer Center website to include a Transfer Student Hall of Fame consisting of success stories of former Skyline College transfer students who have also agreed to serve as contacts and mentors for future Skyline College transfer students interested in similar majors and universities.	Yes	Transfer Center website now includes a link to the Transfer Hall of Fame
Inclusion of "Flash" video technology so that portions of the "Transfer Power" video can be viewed on-line.	No	The Transfer Power video has since become old and obsolete.
In coordination with the counseling faculty, to explore the expansion of the Counselor Home Page to function more comprehensively as an Electronic Counseling Binder containing instant on-line access to documents containing important transfer and articulation updates and information.	Yes	Changes to the college website have since eliminated the Counselor Home Page. A counseling faculty member is currently working revamping this page.
Training of TOC and Career Center staff, as well as counselors, on on-line application process to UC and CSU as this will be the only mode of application for Fall 2005.	Yes	
Conducting of on-line CSU and UC application workshops for students in the TOC utilizing our computer work stations.	Yes	
Expansion of Transfer Admission Agreements to include Santa Clara University and UC San Diego among others.	Yes	Unclear as to whether this goal was met
Finalization of a brochure entitled "Financing Your University Education" containing important Financial Aid and Scholarship information for transfer students.	?	Unclear as to whether this goal was met
Creation of a brochure/handout outlining all existing Transfer Admission Agreements including deadlines and necessary requirements.	Yes	TAG brochure is currently being used and gets updated every year
Creation of a "Transfer Power" newsletter, also made available on-line to highlight Transfer Center activities and programs and to inform students of transfer updates and opportunities.	?	Unclear as to whether this goal was met
Expansion of university representative visits to Skyline to include a wider range of transfer options. Columbia University of New York visited Skyline for the first time this Fall 2003 and UC San Diego will be attending our Fall Transfer Day for the first time and will also be seeing students by appointment. Negotiations are currently underway with Portland State University and Savannah College of Arts and Design.	Yes	
Implementation of "Skybridge Transfer Program" with U.C. Berkeley, which will provide a former Skyline College transfer student now attending UC Berkeley to serve as a peer counselor and mentor for Skyline students interested in transfer to UC Berkeley.	?	Unclear as to whether this goal was met.

Appendix F2
Spring 2010 Skyline College Transfer Center Program Review
Action Plan

Transfer Center Goals (2010 – 2016)
Publications/Promotional Materials
Development of a Transfer Center Brochure
Development of a new Transfer Center Logo
Creation of semester-based Transfer Center posters to promote Transfer related events
Teach students how to make most effective usage of the Transfer Center to be better informed and prepared in developing their transfer plans
Work with VP Student Services to send Transfer Communication to all students who have indicated Transfer as an educational goal
Transfer Center Webpage
Continue to update and refine the Transfer Center webpage so that it will serve as a primary resource for transfer information both by students and counselors.
In-Reach
Collaborate with Instructional Divisions to gain greater instructional faculty support in promoting the Transfer Center services, programs, and events
Increase collaboration with Learning Communities and Special Programs to help support counselors in promoting Transfer Center services, programs, and events, & transfer in general
Research
Research whether the services provided by the Transfer Center are reaching the broad spectrum of students and determined what, if any, new programs might be developed and implemented on the campus to improve transfer rates of these respective groups of students
Continue review of Best Practices found in Transfer Centers throughout the State, and determine which programs/services might be implemented/ replicated at Skyline College
Training
Advocate for the development of a consistent and continuous Counselor Training Program, required for all adjunct counselors (optional for full-time faculty, unless otherwise determined by Dean of Counseling)
Student Learning Outcomes (SLO's)
Development of assessment instruments for the Transfer Center SLO's
Assessment of Transfer Center Student Learning Outcomes
Articulation
Advocate for the increase in hours assigned to the position of Articulation Officer so as to improve Skyline's articulation with four-year colleges & universities
Workshops
Continue the assess student needs and develop new transfer related workshops based on these needs and demands
Create SLO's for all Transfer Center workshop and assess all workshops based on these SLO's
Curriculum Development
Development of new 0.5 unit transfer related courses that promote transfer, such as <i>Researching Colleges for Transfer</i> .
Update the current <i>Transfer Power and Careers In Teaching</i> courses

Program Review - Resource Needs Summary Table (APPENDIX F3)

Transfer Center

	Needs	Notes
Personnel	<ol style="list-style-type: none"> Office Assistant II 	<p>The Office Assistant II would replace the Office Assistant II position lost with the last year and provide much needed support to the Transfer & Career Center.</p>
Equipment	<ol style="list-style-type: none"> Replace computers (18) in the computer lab, in addition to computers for the Transfer Center and Career Center Directors and the Career Resources Counseling Aide. <ol style="list-style-type: none"> Video Conferencing Technology Screen & Projector DVD Player Materials Racks & Sandwich Boards 	<ol style="list-style-type: none"> Computers are outdated and do not work very effectively. <ol style="list-style-type: none"> To facilitate web based with college representatives who are unable to visit the college due to reduction in travel budgets. Students used DVD player to view Transfer & Career related DVD's. To better promote the Transfer & Career Center services. Racks will be placed in the Transfer Center and throughout the campus.
2.	<ol style="list-style-type: none"> Workshop Space (Smart Classroom) Storage space 	<ol style="list-style-type: none"> Designated space to offer Transfer & Career Center workshops Combined space for the Transfer & Career Center to store their program materials.

Appendix F.5

Selected Transfer Outcomes for Skyline College Students

Includes:

- Skyline Transfer Pathways 1989-90 through 2008-9. A look at full year UC and CSU transfers by institution.
- Comparison of total full year UC and CSU transfers for Skyline, CSM, and Cañada from 1989-90 through 2008-09.
- Ten year Skyline transfer trends for UC, CSU, and total transfers.
- Comparison of total full year UC and CSU transfers by ethnicity for Skyline, CSM, and Cañada for academic year 2008-09.
- Skyline total UC plus CSU full year transfers by ethnicity for academic years 2005-06 to 2008-09.
- Fall 2008 Skyline transfers to UC and CSU by academic program.

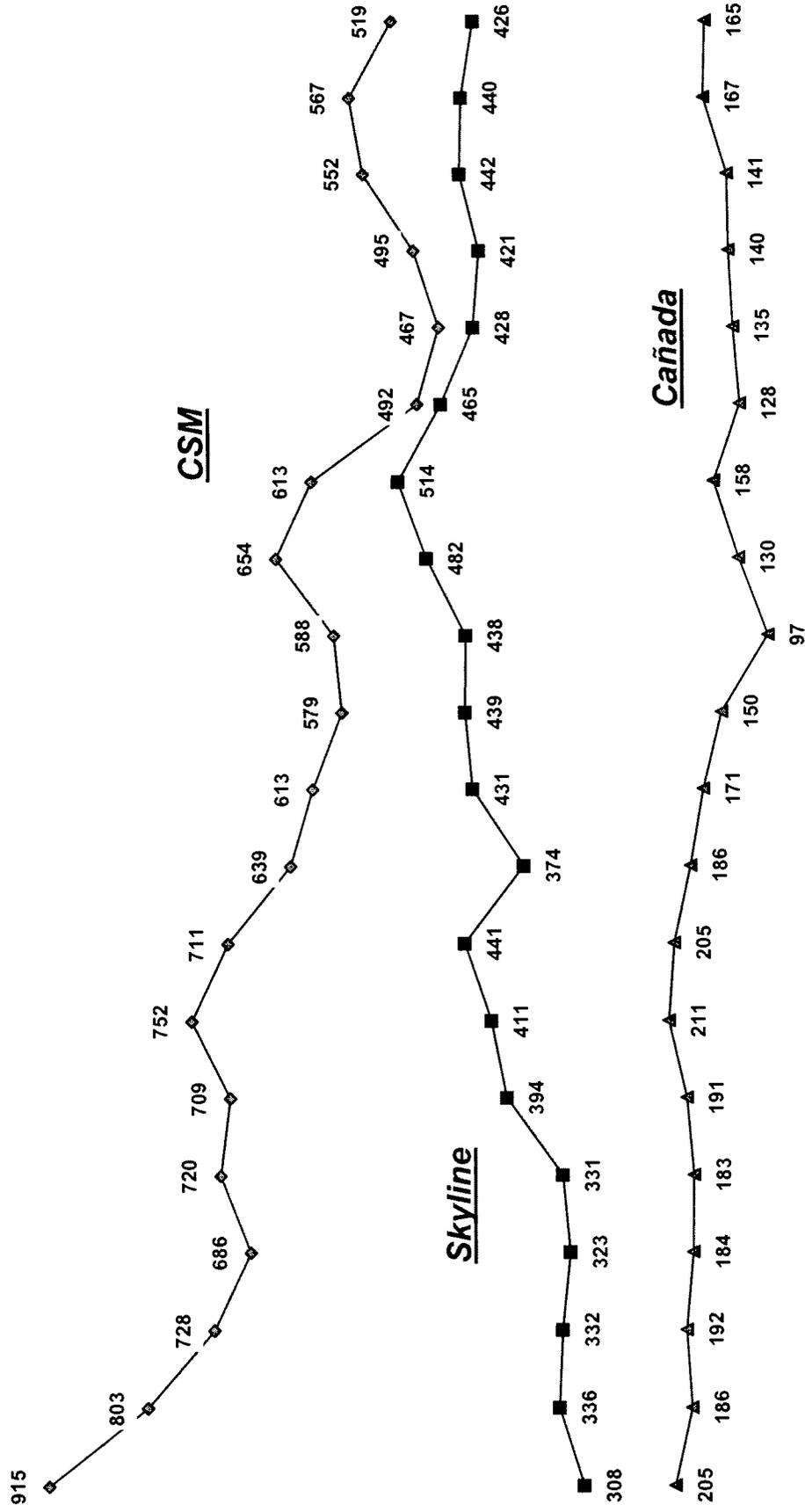
Skyline College Transfer Pathways

Skyline Full-Year Student Transfers to Campuses of the University of California
and California State University, Academic Years 1989-90 through 2008-09

Transfer Institution	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	Total
University of California	19	10	9	10	19	16	21	23	15	18	15	16	22	23	18	19	12	8	18	15	326
Berkeley	7	10	8	11	13	16	25	20	25	27	21	23	23	42	37	41	35	25	23	39	471
Davis	2	1	1	1	1	1	0	1	0	0	1	0	2	4	6	3	5	8	0	1	38
Irvine	1	3	3	2	5	10	5	2	3	4	9	6	3	2	6	6	13	13	15	10	121
Los Angeles	0	3	1	0	1	1	1	0	4	0	1	2	2	2	2	0	4	1	1	0	26
Riverside	0	0	0	1	0	1	3	3	3	2	4	7	5	4	4	3	4	5	7	1	57
San Diego	1	0	0	2	3	4	1	2	4	3	3	3	2	3	5	1	5	4	0	2	48
Santa Barbara	4	1	6	5	9	8	9	11	8	5	5	13	6	5	4	9	11	4	8	5	136
Santa Cruz	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0	1	1	4
Merced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0	1	1	4
Total UC	34	28	28	32	51	57	65	62	62	59	59	70	65	85	82	82	91	68	73	74	1227
California State University	0	0	0	0	0	0	1	0	0	1	0	0	2	0	0	0	1	0	1	0	3
Bakersfield	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	1	0
California Maritime	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0
Channel Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	1	1	0	0
Chico	8	1	8	6	6	3	1	4	5	4	2	5	9	7	2	4	2	5	5	2	89
Chico	1	0	0	1	0	1	0	0	1	3	0	1	0	1	0	1	2	1	0	1	14
Dominguez Hills	3	2	2	2	0	2	2	0	1	0	0	1	3	2	4	0	1	0	0	0	25
Fresno	0	0	0	0	1	2	0	0	0	1	0	1	4	1	1	3	1	0	1	1	17
Fullerton	15	15	36	38	28	28	37	34	26	25	31	35	23	26	29	24	22	18	28	36	554
Hayward-CSUEB	3	2	2	6	4	2	4	4	6	1	3	4	3	1	3	3	5	3	4	2	65
Long Beach	1	2	0	0	1	0	2	0	0	1	0	1	1	1	0	1	5	4	2	2	23
Los Angeles	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0	5	2	28
Monterey Bay	0	0	1	0	1	2	0	4	3	2	1	3	4	1	2	0	2	0	1	1	27
Northridge	0	0	3	0	2	1	1	1	4	3	1	1	3	1	0	1	1	3	2	0	28
Pomona	8	12	12	13	13	15	13	7	12	9	12	11	10	10	8	7	8	7	10	9	206
Sacramento	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	5
San Bernardino	0	0	0	2	0	1	0	0	2	0	1	0	0	1	0	0	0	0	0	1	8
San Marcos	0	1	2	1	1	0	1	1	1	2	0	1	2	2	0	4	2	2	0	1	24
Stanislaus	3	4	1	3	0	2	2	1	4	2	4	3	2	2	1	0	1	0	5	3	43
Humboldt	5	10	2	3	1	10	1	6	9	3	4	8	3	3	6	4	2	5	2	2	89
San Diego	206	214	192	196	185	237	237	270	202	268	273	238	297	322	285	257	227	264	245	249	4864
San Francisco	18	36	32	15	31	21	28	31	26	43	31	45	44	38	35	25	43	46	54	35	677
San José	1	2	6	3	2	3	6	4	3	1	2	5	4	2	1	5	5	6	1	1	63
San Luis Obispo	2	7	4	2	4	9	7	8	5	4	9	4	2	6	3	1	2	4	2	2	87
Sonoma	Total CSU	274	308	304	291	280	337	346	379	312	372	380	368	417	429	383	346	330	374	367	6949
Total UC and CSU	308	336	332	323	331	394	411	441	374	431	439	438	482	514	465	428	421	442	440	426	8176

Source of Data: California Postsecondary Education Commission

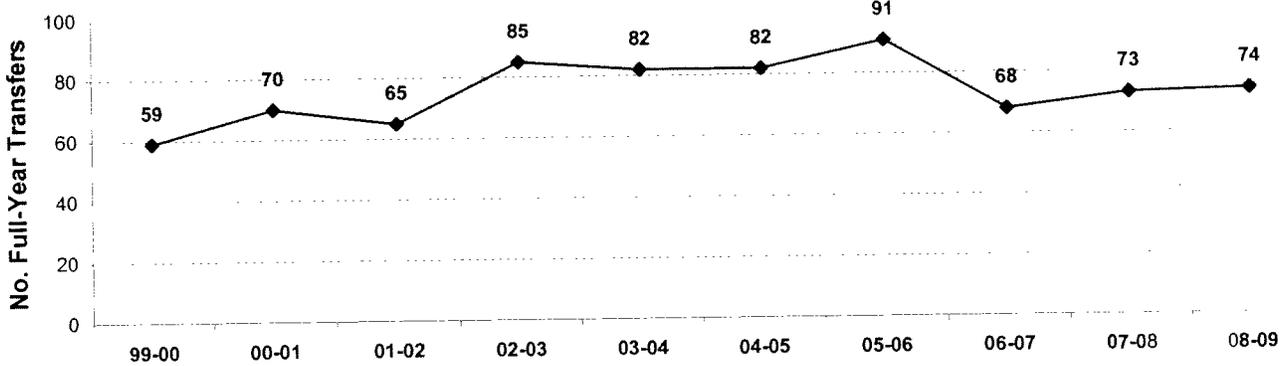
SMCCCD UC+CSU Transfers by College Academic Years 1989-90 through 2008-09



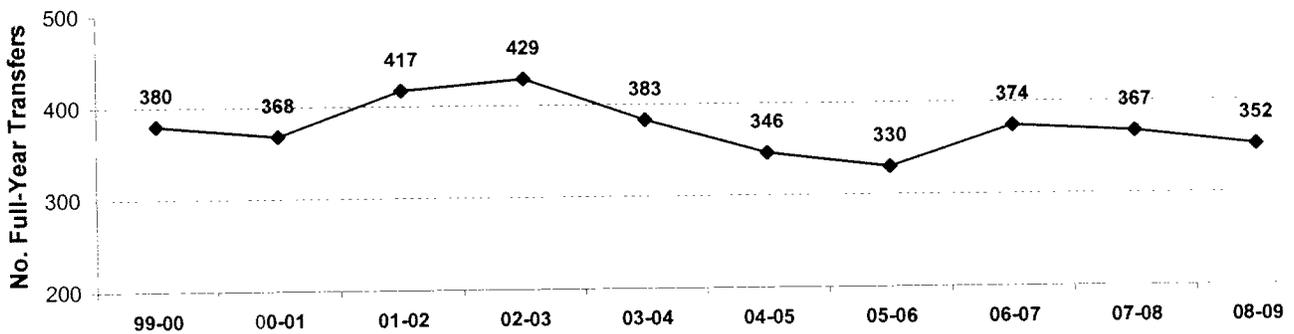
89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06 06-07 07-08 08-09

Skyline College Transfer Pathways

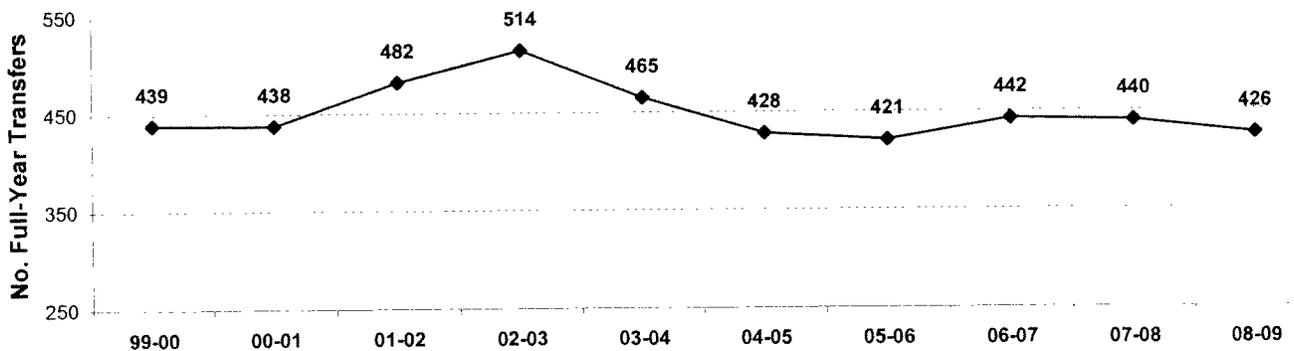
UC Transfers by Academic Year 1999-00 through 2008-09



CSU Transfers by Academic Year 1999-00 through 2008-09



Combined UC+CSU Transfers by Academic Year 1999-00 through 2008-09



SMCCCD UC+CSU Transfers by College and Ethnicity Academic Year 2008-2009

Ethnicity	Skyline		CSM		Cañada		SMCCCD	
	Count	%	Count	%	Count	%	Count	%
Asian/Pacific Islander	141	33.1%	156	30.1%	16	9.7%	313	28.2%
Black	14	3.3%	8	1.5%	7	4.2%	29	2.6%
Filipino	76	17.8%	36	6.9%	6	3.6%	118	10.6%
Latino	66	15.5%	75	14.5%	46	27.9%	187	16.8%
Native American	2	0.5%	2	0.4%	2	1.2%	6	0.5%
Other	1	0.2%	4	0.8%	0	0.0%	5	0.5%
White	82	19.2%	169	32.6%	60	36.4%	311	28.0%
Non-Resident Alien	10	2.3%	12	2.3%	2	1.2%	24	2.2%
No Response	34	8.0%	57	11.0%	26	15.8%	117	10.5%
TOTAL	426	100.0%	519	100.0%	165	100.0%	1110	100.0%

Source of Data: California Postsecondary Commission

Skyline UC+CSU Transfers by Ethnicity Academic Years 2005-06 through 2008-09

Ethnicity	2005-2006		2006-2007		2007-2008		2008-2009	
	Count	%	Count	%	Count	%	Count	%
Asian/Pacific Islander	151	35.8%	148	33.5%	151	34.3%	141	33.1%
Black	10	2.4%	8	1.8%	8	1.8%	14	3.3%
Filipino	77	18.2%	72	16.3%	51	11.6%	76	17.8%
Latino	53	12.6%	69	15.6%	75	17.0%	66	15.5%
Native American	3	0.7%	1	0.2%	0	0.0%	2	0.5%
Other	1	0.2%	0	0.0%	1	0.2%	1	0.2%
White	84	19.9%	90	20.4%	85	19.3%	82	19.2%
Non-Resident Alien	8	1.9%	9	2.0%	12	2.7%	10	2.3%
No Response	35	8.3%	45	10.2%	57	13.0%	34	8.0%
TOTAL	422	100.0%	442	100.0%	440	100.0%	426	100.0%

Source of Data: California Postsecondary Commission

Disproportionate Impact:

Although no ethnic group at Skyline appears to have experienced disproportionate impact in transfer for 2008-2009 (using total enrollment as the eligible population and the "20% guide" as the measure), there is some evidence of disproportionate impact for Blacks, Filipinos, and Latinos at various times in prior years.

Fall 2008 Skyline Transfers by Discipline/Program

University of California

Agriculture, General	8
Architecture and Related Services	1
Area, Ethnic, Cultural, and Gender Studies	1
Biological and Biomedical Sciences	10
Business, Management, Marketing, and Related Programs	8
Communication, Journalism, and Related Programs	2
Engineering	4
Foreign Languages, Literatures, and Linguistics	1
Philosophy and Religious Studies	1
Physical Sciences	1
Psychology	6
Social Sciences	5
Unknown Discipline	14
Visual and Performing Arts	1
TOTAL	63

California State University

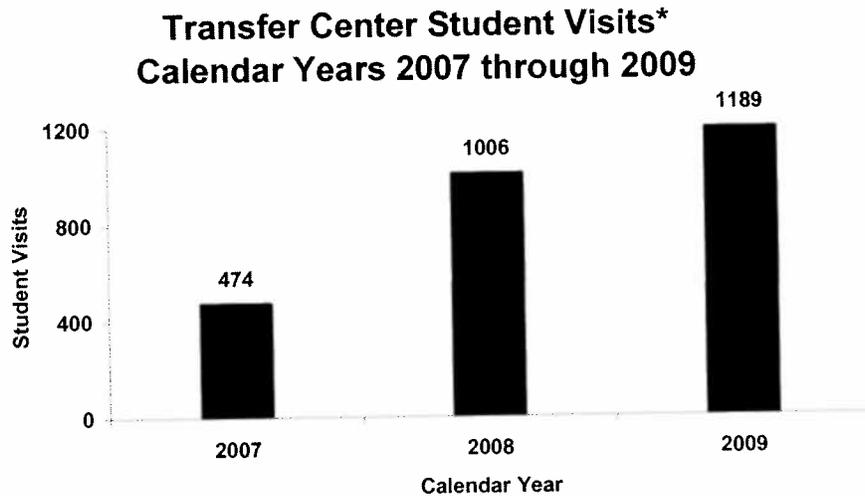
Area, Ethnic, Cultural, and Gender Studies	1
Biological and Biomedical Sciences	8
Business, Management, Marketing, and Related Programs	72
Communication, Journalism, and Related Programs	13
Computer and Information Sciences and Support Services	3
Education	6
Engineering	6
English Language and Literature/Letters	6
Foreign Languages, Literatures, and Linguistics	1
Health Services/Allied Health/Health Sciences, General	19
History	2
Human Services, General	2
Liberal Arts and Sciences, General Studies, and Humanities	8
Mathematics and Statistics	2
Multi/Interdisciplinary Studies	1
Natural Resources and Conservation	1
Parks, Recreation, Leisure and Fitness Studies	11
Philosophy and Religious Studies	1
Physical Sciences	2
Psychology	18
Security and Protective Services	11
Social Sciences	7
Undeclared	5
Visual and Performing Arts	7
Work and Family Studies	3
TOTAL	216

Source of Data: California Postsecondary Education Commission

Appendix F.6

Transfer Center Usage Data

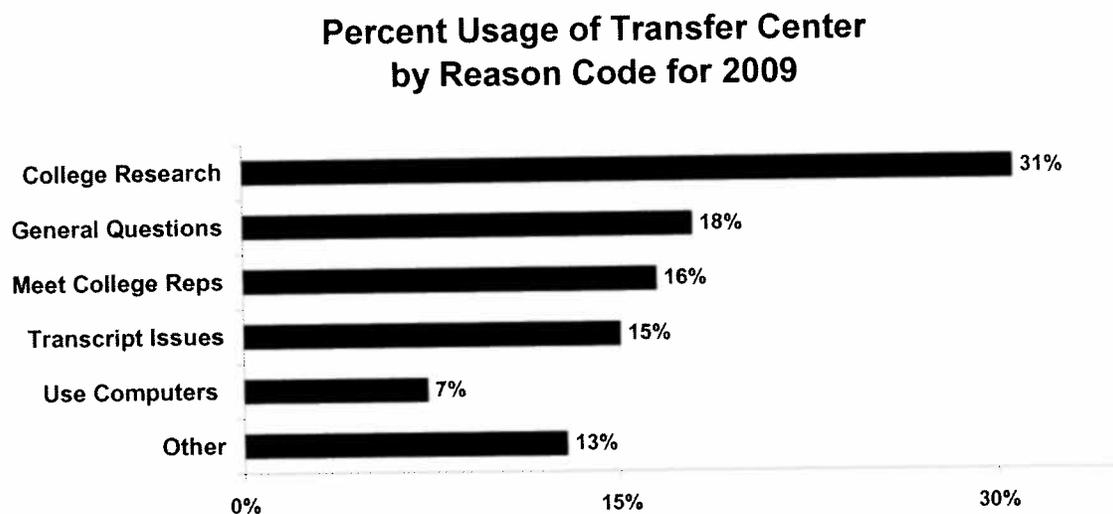
How many students are using the Transfer Center?



Data Source: SARS TRAK

* These data include only visits for specific transfer services exclusive of workshops and do not include a roughly equal number of visitors to the Transfer Center for reasons unrelated to transfer or career services.

For what reasons do students visit the Transfer Center?



Data Source: SARS TRAK