

TRANSFER CENTER 2006-07

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Program Description and Scope

The Transfer Program at Ohlone College is responsible for providing services focused on helping students explore, evaluate, and transition to a university.

The focal point of the Program is the Transfer Center, also referred to as the Center, and includes resources and services provided within the Center, the campus community, as well as through external associations. These include, but are not limited to the following:

- University Representative Visits
 - Representatives meet with students individually to explore, discuss, and solidify their transfer plans
 - Representatives visit classrooms to present and share transfer opportunities, new programs, and relevant information for students' consideration and evaluation.
- Workshops
 - Workshops are coordinated throughout the year to better support and enrich students' transfer experience. Students attend workshops to better inform themselves of transfer requirements, explore possible majors/universities, and prepare to meet transfer requirements and deadlines. Sample topics include:
 - Last Minute Application Workshop
 - Transfer Admission Agreement Workshop
 - UC Transfer Workshop
 - CSU Application Workshop
 - How to Choose a Major?
 - Scholarship Search
- Events
 - Transfer Day
 - University Panel
 - Information Tables
 - Follow Up Luncheons
 - Promotion and participation in transfer-related events held by Universities (i.e. Multicultural Day at UCB)
- Transfer Library
 - The library consists of college catalogs (from across the nation as well as abroad), pamphlets and viewbooks, transfer handbooks, videos, software, DVDs.
 - Online resources (i.e. Choices, Eureka)
- Transfer Center Orientations/Class Visits
 - Occur throughout the year to acquaint students with Transfer Center resources, programs, and services; specific transfer-related topics are covered as requested by instructor.
- Campus Community Partnerships
 - Disseminating transfer related information to Counselors and faculty
 - Academic planning through Counseling Department
- Specialized transfer programs such as Transfer Admission Agreements, Concurrent Enrollment (UCB) and Cross Registration (CSUEB)
- Transfer Center Website

- Provides accurate and timely information about all programs and services offered in and through the Center. Through this site, students may:
 - Access current information about on and off-campus transfer events
 - Learn about transfer programs such as Transfer Admission Agreements, Concurrent Enrollment, and Cross Registration
 - Access University Representative contact information
 - Explore and research possible majors and universities
 - Make appointments with university representatives
 - Sign up for workshops
 - Discover where previous Ohlone students have transferred to
- Assisting students in ensuring a successful and seamless transfer experience!

Transfer Centers within the California postsecondary system began as a pilot project in 1985 to encourage underrepresented students in their transfer process and to improve California postsecondary system-wide collaboration and communication surrounding transfer. Three years later, Assembly Bill 1725 (1988) provided community colleges with new direction and support for the transfer function, focusing on removing barriers to transfer. In 1990, the legislature recognized the value of the pilot project and allocated developmental funds to establish Transfer Centers statewide. In 1991, the Board of Governors adopted Title V regulations (section 51027) establishing minimum standards. These standards require, among other things, that each District adopt transfer as part of the District's mission. As part of these standards, districts are also required to establish and staff a Transfer Center.

As one of ten community colleges identified to participate in the transfer center pilot project, Ohlone College first began efforts toward the establishment of a transfer center during the 1990-1991 academic year, with a proposed establishment date of July 1991. For the next ten years, the Transfer Center thrived in its location next to the Counseling Department and was co-located with the Career Center. It had a nice large location with a room that could also be used for workshops and classes, and two offices accessible at the other end. After an administrative move, the Career/Transfer Center was joined with Student Employment and re-located on the fourth floor of the same building. Due to a decline in services and student exposure, the Counseling Department lobbied to return the Transfer Center to the first floor, where it is today in a portion of its previous space. As with any relocation, especially one that was drawn out over a period of nine months, it has taken some time for students to become comfortable with its new location. However, in a matter of months, with the help of PD instructors who include the transfer center location in class activities such as a scavenger hunt, as well as boards and signs directing students toward its new location, the staff has noticed an increase in overall visits.

The Transfer Center is designed as a welcoming location open to all students who are interested in furthering their education beyond Ohlone College and, therefore, need to conduct research, ask basic questions, or schedule appointments to meet with representatives from visiting universities. The Center has four student-use computers available, a library of catalogs and other college research publications, a video library, as well as kiosks, bulletin boards, and other display venues.

Helping students access up-to-date information is one way to address current student needs. Up-to-date information comes in a variety of formats, and the current utilization of technology to access that information evolved as a result of a major transition in the location of the Transfer Center. During the 2005-2006 school year, the Transfer Center was moved from the fourth floor of Building One to the first floor of Building One, a location that was closer to the Counseling Department. Since this process took much longer than expected, the need for more online access to information was critical. The communication of information is of utmost importance to the function of the Transfer Center. It was during this time of transition that more online venues were utilized, including publishing information on a revised transfer center website and sending direct student email. It had been a dream of the Transfer Coordinator for four years to develop an online calendar of events, which was made into a reality with the assistance of a student employee in the summer of 2006. This calendar reflects scheduled events, workshops, and on-campus visits from university admissions personnel at Ohlone College. It also communicates events held by other California universities that may be of value for students in gathering

information, evaluating their options, or making a smooth transition. There are multiple viewing options depending on what visitors are looking for, and plans exist to continue enhancing its usefulness.

Though online access has been important, there is value, as well, in continuing to provide access to information through the physical location of the Transfer Center. Observation has made it known that while technology usage is at a high level, there are students who appreciate the opportunity to peruse physical information, such as college catalogs, or to have an opportunity to seek information or clarification through personal interaction with Transfer Center staff. It is because of this that the physical location of a Transfer Center remains critical as a source of communication with students. The Transfer Center is a centralized location for students to gain access to partnering universities as well as retrieve up-to-date, accurate information about transfer requirements and practices.

The Transfer Program greatly values access to higher education and the development of the whole student. It tries to make sure that all students have access to transfer resources that will ensure their successes well beyond Ohlone College. At Ohlone College it is unknown whether the general campus community as a whole shares in this value. Sometimes, when an academic department is focused on their area of expertise, it may prove difficult to make the correlation between the role their course plays and student educational goals. The Transfer Program believes that the ability to conceptualize the larger picture from discipline to discipline or individual class to an academic program will benefit students as they perform in their courses and consider their futures. While unsupported, the Transfer Program wants to keep in mind the possibility that faculty may not be as proactive in making these connections. The campus community would be more cohesive in its desire to transfer students if there was a reiterated message carried throughout disciplines and programs alike.

The Transfer Program's services support students both directly and indirectly. In addition to directly accessing and utilizing resources available online or at the physical location of the Transfer Center, students are indirectly supported and encouraged by faculty, staff, and the campus community. Many of these people are involved in designing programs, academic or otherwise, focused on assisting students with information or experiences that foster a transfer-going climate. Students work in conjunction with counselors in the Counseling Department, who offer advice with regard to transfer policies, requirements, and timelines, given their individual circumstances. Conversations take place early and in different venues about the possibility of transfer. Students are continually encouraged, by Ohlone faculty and staff, to strive for further achievements within higher education. This supportive environment offers motivation and encouragement to students well beyond the reach of the Transfer Center alone.

First opened in its new location in June 2006, the Transfer Center staff was comprised only of two hired student employees who kept the Center open for an average of 20 hours per week. One had been accepted to UC Berkeley for Spring 2007, was a student leader on campus, and very much involved in the transfer process herself, while the other was also a campus leader but still very new to transfer. They provided minimal assistance to students due to their limitations, but were quick to refer students to the Counseling Department, which was now virtually "next door." Otherwise, they worked feverishly to get the Transfer Center established in its new location. It is due largely to the efforts of these two young women that the center was able to open within 1.5 months of its relocation to serve Summer 2006 students. They continued to work with such commitment and devotion during the Fall 2006 semester that the Transfer Center was able to provide one of its best Transfer Day events thus far.

In November 2006, the Transfer Program was excited to hire a full-time classified staff member, allowing the Center to open for 35 hours per week. Through the hiring of this employee, Ohlone College is again adhering to Title V requirements which stipulate standards for districts to establish and staff a transfer center. Minimum staffing set forth in the Title V requirements requires the college to hire transfer center support staff. The new Transfer Center Specialist holds a BA in Sociology from the University of California, Berkeley with six years of professional experience in education.

A final staff member is in her seventh year of full-time employment with Ohlone College as a tenured Counselor, and since 2002 has carried a 50% assignment with the Transfer Program. This assignment has evolved from Transfer Coordinator, primarily focused on being a counseling liaison to Transfer and

Career Services and coordinator of counseling related transfer programs, to Transfer Center Director overseeing the complete re-establishment of a stand alone center. She received her Masters degree from San Jose State University in 1999 and, as a former transfer student herself, is devoted to demystifying the process as much as possible for students. In 2005, she was elected by her regional transfer center director colleagues as representative for Region IV, working directly with the Community College System Office on statewide and system-wide issues related to transfer. In February 2007, she was elected by her peers to continue her leadership service for another two-year term. At present, she places primary importance on continuing to oversee the development and re-establishment of the Transfer Center.

Financially, the Transfer Center's budget can be classified in three main categories: salary and benefits, dues, and operations. The key to what is functional lies within the operating budget, which has been maintained the past two years at \$1488. With this allotment, the Center, which is the main crux of the transfer program at Ohlone, purchases its office supplies, updates its college and professional studies resource materials, and minimally supports its major events for the year. There is certainly not enough to assist with marketing, expansion of events for students, development of university tours, support communication or pay for technological upgrades, let alone hire student employees to assist the Transfer Center Specialist. With District plans to have the Fremont campus become the mainstay for transfer preparation, the transfer program must grow. In order to grow this program and continue improving performance, the District will need to drastically increase its financial support.

Relationship to Ohlone College Mission and Goals

Ohlone College Goals

Ohlone College strives to provide exemplary education for all students. As such, the College has adopted certain goals in pursuit of excellence. As appropriate, the Transfer Program directs its resources and efforts to promote student success by supporting these goals.

Goal: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates ("A Learning College promotes life long learning for all and a creative, innovative and effective teaching and learning process.")

The Transfer Program supports the learning college model by promoting and providing information about continuing education for all students, including actively advertising programs suitable for working adults, parents, and other nontraditional student populations. Access to university representatives, resources in the Transfer Center, and special events such as workshops and Transfer Day help motivate students to complete their community college course of study. Students who know where they are headed are more likely to complete their programs and earn the opportunity to move forward on their educational paths. Transfer programs display innovation and creativity through the utilization of available technology and variety of ways students can access valuable transfer information. The Transfer Center offers access to technology that helps students throughout the transfer process. College websites, including assist.org, are frequently accessed via the Transfer Center computers. Specialized workshops also offer students help with online applications. Offering a variety of ways for students to contact transfer services and obtain transfer information simplifies and smoothes the transfer process, making it a less daunting journey for students to embark upon. Help and information are available via counseling, visiting the Transfer Center in person, visiting the transfer center website, and/or attending workshops or special events. This increases the number of students served, helps increase student success rates, and assists more students attain their ultimate transfer goals.

Goal: Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability.

Students who utilize Transfer Center programs become excited about transferring and more motivated to reach their goals, often taking a heavier course load in order to reach their transfer goals sooner. Well-informed students also understand the importance of taking the correct classes in sequence and adjust their schedules accordingly. Transfer-bound students often join full-time cohort groups such as University Express in order to gain advantages, such as peer support and guaranteed classes, that are in line with their transfer-related goals.

Goal: Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the learning college model.

Transfer programs promote continuous learning for both students and staff by offering greater awareness of the various pathways and opportunities available for continued learning and education. Programs such as our transfer partnership with Alliant International University make easy access to upper-division level coursework for people who find this Fremont campus either more convenient, or the only option, given their personal life situations. The transfer programs also actively seek to build partnerships with college personnel, including counselors, student clubs, and faculty. Transfer programs support the learning college model in several ways. The Transfer Center offers flexible hours, staying open late one or two nights a week. Flexibility is also demonstrated in that the Center attempts to serve anyone who walks through its doors. Such an open-door policy means that everyone is welcome, including current students, staff and faculty, as well as prospective students. Students are free to use the Center's resources in any way that is helpful, and as much as needed. The overall transfer program at Ohlone College demonstrates that it exists to meet the needs of students by offering workshops and university rep visits at times designed to be convenient and accessible to students. Another important value implicit in a Learning College is the value of lifelong learning. Awareness about the myriad of opportunities available in advanced education, and the support offered by the Ohlone transfer programs, encourages students to pursue further education and become lifelong learners.

Goal: Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.

The economic vitality of the community can directly benefit from the further education of its members, because higher degrees lead to higher earning potential. Higher earning leads to greater spending, which directly stimulates the local economy. Education is an investment in the future, encouraging creativity and innovative thinking. Creative and innovative thinkers rise to leadership positions in society, and these successful and empowered members of society "give back" in many ways, ranging from financial support for their alma mater to encouraging others to follow in their footsteps. Through community colleges and the transfer services available, people from all backgrounds have the opportunity to discover transfer opportunities even if they didn't think they could afford it, or didn't think they were "college material" (first-generation students can often feel this way). Transfer programs are available to all members of the community, regardless of cultural or economic background. Higher education has a "domino effect" where successful graduates become role models within their families and communities.

Goal: Increase public and private funds for educational programs, equipment, and facilities through entrepreneurial activities, grants, and the college foundation.

Transfer programs indirectly support the college and help it secure funding by encouraging students to continue their education and pursue long-term goals. Students who are motivated to complete a bachelor's degree often take heavier course loads, which influences funding for the college. Students who want to be evaluated favorably by a four-year institution often work less and involve themselves more in the college community by joining clubs and participating in various other college activities. An actively involved student body helps make Ohlone College more appealing for prospective students, drawing more students and more money into the college.

Goal: Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.

Transfer programs reach out to underrepresented students and support them in a variety of ways. For example, Ohlone College recently sent a group of students to a UC Berkeley transfer event designed to reach out to the Latino/Latina population. The transfer program also sets a good example for students simply by valuing diversity and behaving in a way that is consistent with the overall climate of acceptance and support at Ohlone College.

Student Services Curriculum

The Transfer Program is part of the Student Services Division, and aims to foster characteristics in our students as outlined in the Student Services Curriculum. These characteristics or student learning concepts include Responsibility, Respect, Integrity, Leadership, and Purpose. Because student success is a core value at Ohlone College, the Transfer Program takes many opportunities to develop these characteristics in our students.

Responsibility

Transfer programs give students valuable information, but also encourage them to take the responsibility of following up on that information to make informed choices about their futures. Ultimately the student is the one who takes responsibility for taking and passing the required courses, meeting with a university representative if necessary, completing an application, and following through with any other transfer-related requirements

Respect (of self and others)

Students who go through the transfer process learn many lessons of respect. The process of setting a goal and working hard to achieve that goal offers students an opportunity to learn self-respect and a sense of having a place in the community. Most students who transfer do not go through the process alone, and they learn to respect those who help them through the process: Ohlone College staff and faculty, university representatives, and other significant people from their own lives and interactions. The transfer process also offers an opportunity for students to learn to respect educational institutions and authorities: their rules, regulations, and timelines.

Integrity

In each step of the transfer process, students encounter opportunities to display integrity and achieve their goals in an ethical way. Students practice diligence and honesty when working on university applications, writing personal statements, securing recommendation letters, and submitting information for transfer application evaluation. Students work hard to take the required classes and achieve the required GPA for entry into their desired program.

Leadership

Today's college graduates become tomorrow's leaders. Higher education opens doors to careers and to leadership positions within companies that would not have been otherwise possible.

A key group on campus that demonstrates the relationships of transfer programs to leadership skills is the Student Ambassadors. The Student Ambassadors are an important leadership group on campus who serve as role models for other students. Student Ambassadors have a high transfer rate and are present to support many transfer programs and workshops. The knowledge they gain from working at transfer-related events, as well as that which they gain from going through the transfer process themselves, makes them key student voices that carry information to their peers. Student Ambassadors have the potential to educate other students about the transfer process, which helps them develop leadership skills and increases the reach of the transfer center.

Purpose

Many tools are available in the Transfer Center for students uncertain of their future. Undecided students are directed to the matching assistant on collegeboard.org or csumentor.org, and to the variety of materials available in the Center, including college catalogs, videos, and binders of information on specific programs. However, the Transfer Center cannot choose a school for a student. Students must demonstrate purpose in choosing their own academic path and following it. Students must follow through on their decision to pursue admission to particular schools by taking the appropriate courses each semester, meeting with counselors and/or tutors as needed, and purposefully taking any other steps required to make their goals a reality.

Program Student Learning Outcomes

After reviewing the WASC accrediting guidelines and the established Ohlone Student Services Curriculum, the review committee discussed the purpose and goals of the program review process. The Transfer Program naturally lends itself to strongly support two of the learning concepts: responsibility and purpose. Student Learning Outcomes (SLOs) were based upon these two concepts. Responsible and purposeful students will know certain things, take certain actions, and make decisions accordingly. In addition the committee felt it was important to highlight that the Transfer Program is supported outside of the physical center, and involves the campus community as a whole.

Student Learning Outcome I

Student Learning Outcome I	Method of Assessment	Performance Standard	Assessment of Data	Data Analysis & Recommendations
Students demonstrate responsibility by utilizing resources to meet transfer goal(s).	Last Minute Workshops Attendance	A minimum of 20 students per day will attend the Last Minute Workshop for assistance in completing their UC/CSU applications.	Fall 2005: 68 students Fall 2006: 106 students	Track better data for all workshops offered by TC.
	University Representatives Appointments	100% of students who make an appointment to meet with a university representative will attend their appointment.	9/05-6/06: no data available 9/06-2/07: 93 attendees, 5 no-shows	Track appointments with current SARS system. Establish reminder system.
	Transfer Day Attendance	At least 2,500 contacts will be made (not measured in 2006). Estimate based on 400-500 approximate student attendance, 5 campuses per student.	Fall 2005: no data available Fall 2006: no data available	Ask representatives to estimate number of visits to their table. Improve student surveys.
	Transfer Center Visits	The Transfer Center will receive at least 650 student visits per academic year.	6/05-5/06: no data available 6/06-3/07: 600 student visits	Projected to meet goal. Obtain automated tracking system.

Method of Assessment: Last Minute Workshop Attendance

Performance Standard: A minimum of 20 students per day will attend the Last Minute Workshop for assistance in completing their UC/CSU applications.

In 2006, the CSU and UC application deadline of November 30th fell on a Thursday, so Last-Minute Workshops were held on Tuesday, November 28th; Wednesday, November 29th; and Thursday, November 30th. In 2005, the corresponding workshops fell on a Monday, Tuesday, and Wednesday. It is unknown whether the day of week affects student attendance at last-minute workshops. It is more likely that day of week is not a confounding variable, as students will adjust their schedules for such an important deadline.

In 2006, there was an overall increase in student attendance at Last-Minute Workshops of 56%, from 68 students served in 2005 to 106 students served in 2006. Thirty-eight students attended the first day of workshops, up from ten students on the first day in 2005. Thirty-five students attended the second day of workshops, up from 27 students on the second day in 2005. Thirty-three students attended the third and final day of workshops, up from 31 students on the last day in 2005. Possible explanations for this increase include a change of format where each day in 2006 had a specific focus: personal statements were emphasized on the first day; completing and sending final applications were emphasized on the later two days. No such emphasis existed in 2005, and the change seemed to have a positive effect. In 2005, the workshops were advertised less than desired due to late solidification of room reservations. Therefore, in 2006, rooms were requested and confirmed early so that adequate advertising could be done. This also could contribute to the increase in attendance seen in 2006.

Another possible area to research or assess is to add some depth to the data rather than simply tracking the number of students who attend. Students invariably leave some things until the last minute, and the Transfer Center wants to offer a valuable resource during this "crunch time" right before applications are due. However, the Center does not exist to encourage or enable student procrastination, so striving to increase the number of students submitting applications during the final few days of the application period does not seem like a constructive goal. Perhaps it would be more useful to compare the number of students attending the late workshops to the number of workshops offered earlier in the month, or to ask each student their reason for attending the Last-Minute Workshop.

Resources were well-utilized in 2006, especially in regards to early securing of workshop locations and planning far enough in advance to be able to employ as many advertising methods as possible. This early planning should be continued in future years. The goal of serving twenty students each day was easily met. In fact, it was exceeded by over 50%. It is uncertain from the data collected whether this indicates that more students are turning in UC and CSU applications, and receiving the help they need, or whether it indicates that more students are putting off submitting their applications until the last day. Future data collection will help make that distinction.

Method of Assessment: University Representative Appointments

Performance Standard: 100% of students who make an appointment to meet with a university representative will attend their appointment.

No changes or trends can be analyzed, because data is only available for the 2006-2007 school year. Between the start of Fall semester 2006 and February 2007, when the data was collected, 93 appointments were attended. Ten students cancelled their appointments, and five students did not show up for their appointment. Thirty-three appointment slots remained unfilled. Eight students were seen on a drop-in basis. Fifty-six appointment slots were "unmarked," meaning it is unclear whether the student attended the appointment but was not checked in, or the student did not attend and was not marked as a no-show. It seems from this data that appointments with university representatives have a high attendance rate, and that most students who make an appointment with a university representative are serious and intend to show up.

A valuable modification to this assessment would be to improve the record-keeping in regards to university representative visits. During Spring semester 2007, students are being instructed to check in with the Transfer Center before their appointment time. Previously, students were sometimes confused as to what they should do, and they either checked in at the main counseling window or simply sat and waited for the university representative to call them. Students are now being instructed in advance what they should do when they arrive for their appointments. This practice should enable the Transfer Center to keep more accurate records. Only five appointments were marked as "no-shows," but as many as 61 appointments might not have been kept. These different possible results would have markedly different implications.

Prior to Spring semester 2007, the Transfer Center was staffed only by students, and the counseling administrative staff were borrowed for making appointments with university representatives and checking them in when they arrived. Available resources were utilized as well as possible, but placing an extra burden on the counseling administrative staff was a less than ideal situation. Now that a full-time Transfer Center Specialist is in place, she will be able to keep careful track of which appointments are attended. In order to reach the goal of 100% attendance rate, a reminder system would be extremely helpful. This might involve a student worker at the Transfer Center calling students the day before their appointments, if such a worker is available, or it might involve an email sent to all students who have appointments scheduled the next day. Ideally, such a reminder system would also involve an opportunity for a student to cancel his or her appointment if he or she no longer needs it (either by replying to the email, or telling the person who calls), opening up that slot for another student or for drop-in appointments.

Five students did not attend their appointments, compared to 93 students who did. This is a high success rate, but it is unknown why those students failed to attend their appointments. A main concern is that those five students might not be receiving needed services. A reminder system that includes an option to cancel will ensure that students do not forget to attend their appointments, and that only students who no longer need services do not come. This is the justification for a goal of 100% attendance rate.

Method of Assessment: Transfer Day Attendance

Performance Standard: At least 2,500 contacts will be made.

Transfer Day is the biggest transfer-related event of the year, with representatives from thirty to forty colleges and universities in attendance on the Ohlone College campus at the same time. The nature of the event makes it very difficult to officially count the number of students in attendance. Students enter the building and browse the various tables; never do they pass an official counting point. Surveys are handed out to students and collected, with a prize raffle to motivate most students to turn them in, but not all students do. There is no benchmark from 2005 with which to compare Transfer Day attendance in 2006. Approximately 400-500 students were in attendance, and the event qualitatively seemed more crowded than in 2005.

More important than students in attendance (because students can wander around looking, but not talk to anyone or gather any information) is the number of meaningful contacts made between students and university representatives. The relationship forged between a student and a school is more important than a simple count of the number of people there, so in the future, representatives will be asked to estimate how many students they spoke with throughout the day. All the estimates will be added for an estimate of total meaningful contacts made. It would be impolite to ask representatives to keep a tally of every student they talk to, as they are already busy enough, so an estimate should be sufficient for data collection purposes. Ideally, each student who visits the fair will make meaningful contact at four to five university tables, leading to a goal of 2500 contacts.

Possible explanations for continued high level of attendance, and possibly greater attendance than 2005, include maintenance of key transfer schools such as UCB, UCD, CSUEB, and SJSU, and important new arrivals to our fair such as UCLA. Well-known and popular schools were interspersed among lesser-known and less popular schools in an attempt to increase traffic to the lesser-known schools. Another possible explanation for the success of the event is that it was perceived by reps and students alike as

very well-organized. The organizational staff received several compliments from university representatives in attendance that this fair was more organized than others they had attended. This is a standard that should be maintained in future years.

An important area to improve is the survey that is handed out to students in attendance. The current survey asks for a general impression of the event, but does not offer much useful information. The survey should be modified to ask more specific questions and also ask students how many tables they visited, so that the student estimate can be compared with the university representative estimate. Offering students raffle prizes seems to be a good way to encourage attendees to spend the time to fill it out, and this practice should be continued.

Though the student survey could have been utilized more effectively and will be improved for next year, a resource that was utilized well was volunteer power. Staff, faculty, and students all came together in support of this event, signing up for various time slots throughout the day. Many schools were also drawn to the event, including schools from far away and schools that are lesser-known in this area. Having such a large variety of schools to investigate encourages more students to attend.

It is unknown whether the goal of 2500 contacts was met in 2006 because representatives and students were not asked how many contacts they made. A benchmark for this inquiry will be established in 2007.

Method of Assessment: Transfer Center Visits

Performance Standard: The Transfer Center will receive at least 650 student visits per academic year.

Data are available tracking student visits to the Transfer Center between June 2006 and March 2007. Even in this short time frame, certain trends are apparent. The summer pattern is slow and steady, increasing slightly when school begins again in September. There is a large surge in the number of students visiting the center during the months of October and November, most likely due to the major application deadline of November 30 for CSU and UC schools. A sharp drop is visible during the month of December, which can be accounted for by the winter break between semesters. The Spring 2007 began the last week in January, as reflected by the data. In February there was a large increase in student visits due to students updating transfer applications, working on CSU applications, and making appointments to see university representatives. Taking into account one less week in March because of spring break, visits are equally high in comparison with February's data, averaging forty visits per week.

The increase in student visits could possibly be explained by the presence of a full-time Transfer Center Specialist, who keeps the center open longer hours, has increased the advertising of the center, and keeps more careful track of student attendance.

Month	June 06	July 06	Sept 06	Oct 06	Nov 06	Dec 06
Visits	21	13	30	91	98	8
Month	Jan 07	Feb 07	Mar 07			
Visits	41	172	125			

The Transfer Center greatly needs an automated system that keeps track of students who come and go from the Center. The system needs to be set up such that students can easily sign in and out, probably by using their student ID number. A system too complicated would discourage students from visiting, but the Center must be able to keep accurate track of how many visitors come and go, how long they stay, and their reasons for visiting. It is important to be able to track this data accurately, whether the Transfer Center Specialist is present or not, and whether the center is busy or not. Allowing students to enter or click their reason for attending will help determine the causes behind changes in trends such as workshop attendance, Transfer Day attendance, and more. Also, having such a system would allow the Transfer Center to easily determine its peak times, and this will make it easy to determine the level of student staffing needed.

The Transfer Center is currently utilizing available resources as well as possible, but it is very difficult to track student attendance and reasons for visiting using the currently employed paper logs. An electronic system similar to that used in the fitness center would greatly ease this process, both for visiting students and for Transfer Center staff. It would also collect a wealth of valuable information, including how many students visit, why they visit, and how long they stay. This information would be valuable both for the Transfer Center, which can then adapt to students needs, and for teachers, especially in courses such as Personal Development, where spending a certain amount of time in the Transfer Center could then be a course requirement.

It is hoped that at least 650 students will utilize the resources available in the Transfer Center each year. Over the nine months from which data are available, the Transfer Center has seen 600 students which puts it on par to exceed the goal of serving 650 students.

Student Learning Outcome I: Summary

The community college philosophy includes aspects of access for all and empowerment to take control of one's own future. In that light, this SLO is utterly relevant – we need to offer services and information to help students as much as possible, but it is ultimately up to them to demonstrate responsibility for their own paths.

The Transfer Program's overall success of service delivery seems positive, based on increasing attendance at workshops, the successful turnout of transfer day, a high rate of appointment attendance, and increased visits to the transfer center since the full-time Transfer Specialist arrived.

Strengths to be continued include adequate organization and advertising of workshops and university representative visits, recruiting a large number of campuses to attend Transfer Day, and the increasing visibility of transfer center advertising on campus.

Areas for improvement include improving the student transfer day survey, and implementing a college representative survey to be handed out on transfer day asking about student contacts and the success (or lack of success) of the day. Technology is needed to assist with traffic tracking for the Transfer Center. It will also be important to keep more accurate track of student attendance of appointments with university representatives.

The Transfer Day student survey will be re-written with more specific questions (including but not limited to: How many tables did you visit today?) in time for the next Transfer Day in September 2007. A Transfer Day college representative survey will be designed and implemented at the next Transfer Day in September 2007. Electronic tracking for the Transfer Center will be requested by May 2007 for implementation as soon as possible. Careful checking-in of students who arrive for university representative appointments, and also asking reps if any students showed up who were not checked in, will commence immediately.

Student Learning Outcome II

Student Learning Outcome II	Method of Assessment	Performance Standard	Assessment of Data	Data Analysis & Recommendations
Students learn about transfer resources through campus community awareness of the transfer program.	Classroom Visits (outreach)	Increase number of classrooms visited each semester by three.	Fall 2005: 0 classes Spring 2006: 0 classes Fall 2006: 10 classes, 182 students Spring 2007: 1 class, 33 students	Increase opportunities for student contact through classroom visits. Visits can be initiated by faculty and/or transfer center staff.
	Classroom Visits (inreach)	Increase annual number of classes that visit the Transfer Center by three.	05-06: 0 classes 06-3/07: 6 classes, 90 students	Encourage General Education (GE) course instructors to bring their classes to the Transfer Center.
	Partner with faculty and departments (communication, dept. meetings, orientations)	Add one new approach each year in working with faculty to reach students.	06-07: 3 approaches - class presentations by visiting universities - participate in TCS hiring committee - serve on Transfer Day planning committee	New approaches could include: English faculty assisting with personal statement reviews, faculty mentorship program, and a faculty-led transfer connection event.
	Club Visits	Visit InterClub Council (ICC) meetings at least twice each semester. Work with a club to put on at least one event during the academic year.	Fall 2006: 1 meeting Spring 2007: 2 meetings Fall 2006: 0 events Spring 2007: 1 event	Continue visiting ICC meetings twice per semester. Grow by adding one co-sponsored event each year.

Method of Assessment: Classroom Visits (Outreach)

Performance Standard: Increase number of classrooms visited each semester by three.

The 2005-2006 academic year was a primary year for relocating the Transfer Center as it separated from the previously co-located Transfer and Career Services. This was done so that it could return to a location back on the first floor, the main student services floor, of Building One and next to the Counseling Department. The Counseling Department has long been a strong partner in the preparation, education, and transfer of our students. During that relocation year, there were no staff assigned to the Center other than the Transfer Coordinator, who had a 50% assignment in addition to her responsibilities as a Counselor. Upon agreement with the advisor of the Student Ambassador program, a student assisted five hours per week with the transition and reconstruction efforts.

Given these factors, there were no classroom visits made during the transition year; however, with two student employees in the Fall 2006 semester, ten classrooms were visited and presentations made. These two stellar student employees were extremely motivated to increase student awareness of the center and, therefore, made these classroom visits a high priority. Collectively, this represents an additional 182 students that were not reached in previous years, advising them of Transfer Center services and of programs available through collaboration with the Counseling Department. It also was a first significant connection with students to inform them of the Center's new location in Building One.

Currently, at the point of writing this review, one classroom visit has been made for the Spring 2007 semester. The goal is to at least meet last semester's ten visits. However, challenges remain to maintain this achievement. The primary limitations have been staffing and time. Once student employees were hired for the Spring 2007 semester, it was quickly realized that opportunities to make presentations were extremely limited. Instead, the Transfer Center Specialist needed to spend time training and working closely with the students. It was apparent that student development and skill levels are not yet at a point to be left to work independently. Hopefully some of these students will extend their employment so that their skills continue to improve and they can eventually participate in making classroom presentations. During Fall 2007, if some of the students continue working at the Transfer Center, the Transfer Center Specialist will be able to identify more release time to get out into the campus community. If not, plans are to utilize the assistance of the Transfer Center Director until students are ready to make presentations.

Additionally, it is the goal of Transfer Center staff to increase outreach not only through their own requests to visit classrooms, but that eventually faculty will also request visits. It is believed that this will assist with increasing campus awareness, resulting with student utilization of available transfer resources.

Method of Assessment: Classroom Visits (Inreach)

Performance Standard: Increase annual number of classes that visit the Transfer Center by three.

Raising awareness about the Transfer Center for students is a constant endeavor. It is just as important to have students come in to have a personal experience as it is to go out and spread the word about what they can use. Between Fall 2006 and Spring 2007, there is an increase of classes making personal visits to the center from two to four. There were zero visits made during the 2005-2006 academic year, due to delayed relocation efforts.

When a class visits the Center, the approach is a hands-on experience to have students using the resources available to them. In this way, they begin to have awareness of how these resources are relevant to their lives and the decisions they are making. Faculty have an opportunity to make similar realizations and, for those who are student-centered beyond the requirements of their classes, can recognize these advantages. Although the classes currently being brought in are taught by counselors, which is reflective of the close working relationship between the Counseling Department and the Transfer Program, it is the goal of transfer center staff to eventually expand the collaborative efforts and have visits from classes taught by the larger campus community.

Encouraging faculty to bring their classes to the Transfer Center and have them participate in planned activities is a challenge for the transfer program. General education classes are often a great source of potential transfer students who would benefit from visiting the center. These class visits also increase faculty awareness and knowledge of the transfer center, which equips them when supporting students. Students work with the materials in the Center and leave with tangible resources for transfer planning. This type of exposure allows for a more comprehensive learning experience.

Method of Assessment: Partner with faculty and departments

Performance Standard: Add one new approach each year in working with faculty to reach students.

Until recently, faculty have had independent involvement with students and the transfer process, resulting in a minimal role with the overall transfer program. Recently a faculty member apologized for meeting with students after they had transferred to a local university and bringing along current students who were indicating a possible interest in that school. He thought that perhaps he was overstepping his boundaries and entering into territory that should be spearheaded by the Transfer Center. However, it is this type of activity that Center staff feels more faculty should be orchestrating, with Center assistance, and thus expanding the efforts and outreach that the Center can make. His example shows that faculty members can play an active role in guiding students as they prepare to make long-term decisions and, by working in conjunction with the Center, can be better informed to make student referrals.

During the 2006-2007 academic year, the Transfer Center began inviting non-student services faculty to participate with Transfer Day planning, classroom presentations and, most recently, the hiring committee for the Transfer Center Specialist to begin the process of increasing partnerships with faculty. In this way, the Center has earned a larger understanding by those participating faculty of the services we have available and how we can assist students. It is also this relationship building that generates greater campus awareness, which we hope will permeate the larger student body.

In order to continue these partnerships, the Transfer Center would like to offer more events, workshops, and eventually a mentorship program that utilizes Ohlone faculty. Likewise, it would be nice to involve English faculty with the personal statement writing process to offer students more feedback before they submit their applications. These ideas and others require further exploration and Center staff recognizes the need for financial support from the District to adequately fund activities and training for faculty not involved with transfer on a regular basis. The hope is that by building these partnerships, faculty gain a larger capacity to encourage and mentor students; the campus community increasingly reflects a value for student success even beyond the students' time at Ohlone; and most of all, students recognize and utilize the resources they have around them as they navigate through the transfer experience.

Methods of Assessment: Club Visits

Performance Standard I: Visit InterClub Council (ICC) meetings at least twice each semester.

Performance Standard II: Work with a club to put on at least one event during the academic year.

Making connections with students is a fast-track way to broaden the reach of the Center to the students of Ohlone College. In the Fall 2006 semester, two visits were made to the ICC (InterClub Council) meetings in order to announce upcoming events, advise leaders of an interest by the Transfer Center to support or work collaboratively on events that clubs may be seeking assistance for, as well as to inform club representatives of hiring the Transfer Center Specialist. By partnering with the student leadership in this way, it is believed that the rapport and relationships will benefit the awareness and opinion of the Transfer Center, as well as continue to educate students of the services and benefits offered by the Center. It is also a great way to gauge student interest when developing programs and services.

While our visits will continue to happen each semester, a starting goal for the Center is to partner with at least one club and co-sponsor an event. Initial partnering with clubs for events not transfer/higher ed oriented is good for building relationships and rapport. Eventually, we would like to work with the clubs to sponsor events that have an element of transfer or higher education pursuits.

Overall, the Center has been slightly more successful with visiting clubs and ASOC meetings than with visiting classrooms. Many of the struggles, with respect to resources, again is in staffing and timing. In retrospect, however, it is believed much of the success in meeting the goals for visiting clubs is due to the timing of their meetings, taking place later in the day when there are two student employees available or when the Center is closed. Another factor is that these visits are often brief, only for purposes of short announcements and answering of a couple of questions. Again, it is hoped that the student employees will stay on for the Fall 2007 semester, providing staff with time to meet with clubs in a more purposeful attempt at co-sponsoring an event or activity.

Student Learning Outcome II: Summary

One effect that has been noticed, although it cannot be determined to be a direct result of any of the above methods of assessment, is that visits to the Transfer Center have significantly increased. During the month of February alone there had been 172 student visits to the Center.

Measuring how students learn about transfer resources is a relevant outcome for the Transfer Program. It provides information that helps to determine the methods through which students learn about the resources and services available to them, and the variety of approaches used to reach students. Moreover, it ensures continued compliance with Title V regulations which encourage among other things, that the college provides a transfer library and various identified services.

Looking at the data reflected thus far with the Spring 2007 semester, the ability to support classroom efforts is reliant on the availability of student employees. With both the outreach and inreach efforts, it is vital that the Center have student employees hired early in the semester to maximize accessibility. In this way, it is believed that earlier efforts can produce greater results. The Transfer Center Specialist's time is very full at this time and, with future plans for what the Transfer Center will offer, it is important to monitor this over time. As she becomes more comfortable with her responsibilities and masters more of the work, more time may come available. However, it is important to consider that there may be a future need to hire a half-time or 75% person whose main responsibility is outreach of the Center. This would include not only the presentations to classrooms and orientations for class visits to the Center, but also in orchestrating campus tours, in addition to representing the transfer program at various events and fairs.

Since the Transfer Center is at the heart of the transfer program right now, this then reflects how students learn about what is available for them through the Center. Keeping in mind that the Center is in a rebuilding phase, the results are positive. Further evidence of this is in the data collected for the first learning outcome, in which student visitation to the Center is on the rise. Still, efforts need to continue toward having more of a campus involvement in spreading information, and a more active collaboration as a community. Through increased campus community awareness of the resources and services available in the transfer program, students get the necessary information and assistance they need to make informed decisions.

Resources that would assist in increasing awareness include marketing materials (banners, handouts, brochures, etc.) to use on campus and for outreach events, as well as a uniform logo and approach to help make transfer materials easily identifiable. On a larger scale, the transfer center would like to offer a video highlighting advice from transfer students at various stages in the process – those applying, in their first year at the university, their final year before graduation, and those who have recently graduated – for those who have recently identified transfer as a goal. Other ideas include: securing flat screen televisions to promote the centers' location and opportunities provided by the center or its partners, producing bi-annual transfer newsletters geared to give tips and advice for transfer students, develop and publish an annual Transfer Handbook, and offer a Personal Development course on the intricacies of transfer.

Student Learning Outcome III

Student Learning Outcome III	Method of Assessment	Performance Standard	Assessment of Data	Data Analysis & Recommendations
<p>Students will identify their needs and make informed decisions affecting their future.</p>	<p>Identify transfer as a goal on the Ohlone College application</p>	<p>10% of student body identify transfer as a goal as indicated by the application.</p>	<p>Number of Applicants: Fall 2005: 9638 Spring 2006: 7374 Fall 2006: 10789 Spring 2007: 7918 Identified Transfer as a Goal: Fall 2005: 2323 Spring 2006: 1643 Fall 2006: 2306 Spring 2007: 1363</p>	<p>Increase by 1-2% of students (new/continuing) each semester that identify transfer as their goal.</p>
	<p>Students who are "transfer ready"</p>	<p>5% of student body meets criteria defined by Chancellor's office.</p>	<p>Transfer Prepared: 05-06: 2419 students 06SuFa: 1463 students Transfer Directed: 05-06: 555 students 06SuFa: 263 students Transfer Ready: 05-06: 341 students 06SuFa: 80 students</p>	<p>Increase number of "transfer ready" students each year through strategic efforts. -Continued counseling dept support of University Express -TAA week -increased workshop offerings for information Research rates of transfer prepared, transfer directed, and transfer ready. Look at rate of change for each. Compare numbers of transfer ready students with transfer data available – are they transferring?</p>

	Sign a Transfer Admission Agreement (TAA)	Increase submitted TAA contracts with a participating institution by 10 each year.	05-06: 100 contracts 06-07: 123 contracts	Increase participation through improved communication of the TAA program through information sessions and transfer center website. Enhance training for counselors by adding mini training for Santa Clara.
	General Education (GE) certification requests	340 "transfer ready" students request a CSU GE or IGETC certification.	8/06 thru 3/07: 45 certifications	Increase number of requests for GE certifications each year. Improve data tracking by automating certification process within Datatel.

Method of Assessment: Identify Transfer as a Goal on the Ohlone College application

Performance Standard: 10% of student body identify transfer as a goal as indicated by the application

The first opportunity for students to indicate their academic goal while studying at Ohlone College occurs with the Ohlone application. Being that this application is mostly filed online, students can complete the application at any location where they have access to a computer with internet capabilities, and can do so on their own without any assistance. The data shows a consistent growth in the number of applications for the past two years, including by semester. The growth in number of students who identify their desire to transfer does not appear to grow at the same rate. In fact, it has been consistently on the decrease, falling from 24% in Fall 2005 to 17% in Spring 2007.

Term	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Applications	9638	7374	10789	7918
Transfer as goal	2323	1643	2306	1363

The drop in students indicating transfer as a goal can come from a variety of reasons, most notably through lack of knowing and understanding the question on the application. This may not be a viable tracking point since students can complete the application without first having an opportunity to speak with a counselor or someone at an orientation before first declaring their program goal. Another contributing factor could be that they simply don't know and, therefore, move forward with the associates degree as a first choice.

It is recommended that the data be researched at different tracking points in order to determine the most reliable data point. Possible points to be considered are after the student's first counseling appointment, after orientation where the prospective student can get direct clarification and assistance from counseling staff, or after a visit to the Transfer Center itself. Any of these points can provide an opportunity for the student to clarify their goals and, thus, lead them to change their program goal. A more reliable source of data, however, may be in comparing the initial group with those who are, according to the Chancellor's definitions, transfer prepared. To continue this research further, it may be beneficial to determine whether

or not students are identifying their needs and making informed decisions by comparing students who have identified transfer as a goal, regardless at what point, and those who have achieved the transfer ready status.

Regardless at what point we look for data, the reality is that students need more information. This can come through increased partnerships with outreach efforts, such as high school visits, during which transfer information can be made more readily available. Also, in working more closely with placement testing and outreach staffs, the center can work more closely to ensure proper information is being made available and answer any questions. The problem may lie in how realistic this possibility is.

A final strategy is that perhaps the College needs to look at how clear the question is on the application, and determine if there is a need to clarify option on the application or for an entirely separate question specifically asking about transfer.

Method of Assessment: Students who are "transfer ready"

Performance Standard: 5% of student body meets criteria defined by Chancellor's Office

The Community College Chancellor's Office, also referred to as the System Office, developed three levels defining student progress toward transfer. They include those who are "Transfer Directed" by completing transfer level English and Math, "Transfer Prepared" with 60 transferable units and a 2.0 grade point average, and "Transfer Ready". The ultimate being those students who are deemed "Transfer Ready" by completing 60 transferable units with a 2.0 grade point average, including transfer level English and transfer level Math. According to data provided by the College researcher, 341 students were identified as transfer ready during the 2005-2006 academic year and 80 through the Summer and Fall terms of the current academic year, 2006-2007.

While the 80 student count is initially alarming, at only 23% of the previous year, it should be noted that most students prepare to transfer in the Fall term. With this goal, the majority of students expect to earn the 60 unit requirement by the end of the spring term which precedes their Fall start at the university. For 2006-2007, that would imply a large number of students meeting the transfer ready definitions at the end of the Spring 2007 semester. Nonetheless, it is important to consider possible factors that could possibly influence the data from not exceeding that of the previous year.

Factors to consider were the after-effects of statewide decisions made in 2003. At that time, tuition for a community college education doubled from \$13 per unit to \$26 per unit. Community colleges across the state noticed a drastic decline in their enrollments, declines that many are still struggling to recover from today. It is believed that this decline has had some effect on the number of students who have achieved the transfer ready status including some who felt forced to enroll part-time so that they could work more and afford the increased fees, which would eventually lengthen the time for them to achieve 60 transferable units. Ohlone College was not exempt from the decline in enrollment and noticed a vast disparity between the number of students enrolled full-time and part-time. The administration has been working diligently with strategies to increase those enrolled full-time, including the University Express program.

The University Express program was first initiated at Ohlone College in the Fall of 2004, beginning with English 101A, Psychology 101, History 117A, and Personal Development 113 courses. The purpose of this program is to support incoming freshman who know they want to transfer with a selection of courses and a peer group of 30 students that move forward together. All courses in the cohort are transferable and support an undecided student or one who is not choosing a high-unit major in which the majority of the 60 units are completed by major prerequisites. The courses in the cohorts give University Express students exposure to a variety of subjects and can be used to meet various general education requirements, but do not support majors such as business, engineering, or biology. Positive feedback from the initial cohort group supported a trend to provide several more options for students to select from, including cohorts organized around an overarching theme. With this trend the transfer program believes that the amount of transfer ready students should increase.

The Counseling Department has been working meticulously toward decreasing the number of students on academic standing, both academic and progress. By decreasing students in either category, counselors are working to assist student progress by ensuring students successfully complete coursework toward their stated goal. Successfully completing coursework also ensures students continue progress toward their 60 units. Staying in good academic standing guarantees students also meet the 2.0 grade point average requirement of the transfer ready definition released by the Chancellor's Office. Upon an annual review, the Counseling Department is seeing the fruits of their labor as the number of students on academic standing are reflecting an actual decline.

Ohlone offers a large number of transferable English and Math sections, supporting the importance of these subjects and an overall belief that they are foundation courses for any other subject a student might take. This is a positive trend and it is believed that the Transfer Program should support this trend. While there was some confusion in the Spring 2005 semester with a change in off-campus classrooms, which forced the cancellation of some sections. This forced decrease in the number of English sections for that semester doesn't appear to be a significant factor in negatively effecting student progress. The Transfer Program should also support the continuance of the University Express program and, in fact, play a more active role in advertising its benefits. Most importantly, however, is the need to encourage that students meet with a counselor regularly to create and consistently review a student education plan which maps out their requirements and timeline toward transfer.

There are areas that the transfer program can work toward improving as it continues its reconstruction. The 2005 relocation delayed transfer center efforts to support students through the transfer process and informing them of transfer requirements. The majority of this responsibility fell on the Counseling Department and PD instructors. Now that the Transfer Center has reopened and is working to re-establish itself, it is recommended that the Center increase the number of workshops on transfer admission requirements. It is also recommended that the Center partner with the Counseling Department in offering a "TAA week", seeing as this program encourages completion of transfer requirements and early completion of transferable English and Math. The TAA week concept would include extensive marketing, review of requirements, as well as concerted efforts in having counselors available for a specific number of days to write transfer admission agreements. With differing deadlines amongst campuses, planning for this event would need to be carefully designed in order to find the best time possible.

With these recommendations, it is important to note that available resources have been used well but support for the students through the transfer program can continue to optimize resource utilization. Due to staffing issues, the Center has requested visiting representatives to facilitate workshops on the most informative topics: CSU and UC applications, Teacher Prep information sessions, GATE (a TAA program with UC Santa Cruz) information, as well as campus admission policies/practices and system-wide admission information sessions. Again, more time is needed to make classroom visits and offer more workshops, and the Transfer Center is hoping this will come through the improved skills of student employees.

Method of Assessment: Sign a Transfer Admission Agreement (TAA)

Performance Standard: Increase submitted TAA contracts with a participating institution by 10 each year.

Transfer Admission Agreements (TAAs) were originally created as a guaranteed admission program for students from previously identified underrepresented groups. Over time the purpose of these contracts changed a result of several influences: the passing of Prop 209, the recognition of its value by the university, and subsequent use as another enrollment management tool. Now these agreements are pursued by many students, perhaps as a means to decrease anxiety and be provided early notification of admission to a university, often their "back up" campus. TAA applications can also prove helpful in identifying where a student might be missing the competitive edge for admission to a selective major thus allowing them to make adjustments to their future planning, further positioning themselves for possible admission.

While participation in this program is a good indicator of students being purposeful in their decisions to transfer since they seeking out the appointment to complete an application or contact the school directly, factors make it difficult to track how successful the program is at Ohlone. Ohlone partners with ten universities through a TAA-type program (some have unique acronyms for the TAA program on their campus), three of which request students to contact them directly to complete necessary paperwork (UCI, UCM, UCR) and one asks interested students to indicate their interest on their UC application (UCSB). The remaining six (Santa Clara, CSUEB, SJSU, CSUMB, UCSC, and UCD) have contracts that are completed by Ohlone counselors and the student, reviewed by the Transfer Center Director, and then mailed to the appropriate institution. The need for students to take action to participate makes a portion of its success dependent on student awareness of the program, its requirements, and sometimes sensitive timeline. It is difficult to fully depend on this data as we do not receive feedback from all participating universities.

The success of the TAA program thus far has been dependent in large part on the encouragement from counselors and visiting representatives, students spreading the word amongst themselves, as well as information posted on the newly constructed transfer center website and in a summary handout available through the Center and various distribution points. It is important to keep this information updated and to continue efforts that have proven successful. Transfer center staff and counselors feel that the annual training, provided by the Transfer Center Director, regarding any changes in program requirements and/or limitations, should continue to ensure submission of accurate applications, thus increasing the number of approvals. Another strength that helps counselors evaluate their own effectiveness is the results email sent out by the Transfer Center Director indicating the acceptance or denial of applications submitted. The email provides counselors with information so that they can have informed conversations with students who often return to inquire whether or not they were accepted. If the student was denied acceptance, it allows the counselor and student an opportunity to strategize to increase the likelihood of acceptance through traditional means.

While the TAA program has been doing well, there are areas surrounding this program that can be improved to make it an even more valuable option for transfer students. The Center already has plans to include information sessions about the TAA program options in its list of workshop offerings, and has already held one such workshop specifically for the GATE program with UCSC during the Spring 2007 semester. It will be important to review the information provided on the website to see if anything further can be added, such as indicating documents the student will need to bring with them to their appointments in order to speed up their application process. In order to support the original intent of TAAs, it is recommended that meetings be held with EOPS staff in order to brainstorm approaches that might yield an increase of applicants from this and other specialized programs like Puente. Today, underrepresented students can be found participating in programs like EOPS and Puente.

Currently, San Jose State University is the only TAA institution that provides a summary of TAA applications received throughout the submission period. In an attempt to increase the acceptance of TAA applications submitted by Ohlone College, the Transfer Center Director reviews the reasons given for a denial. Through this review, it has been noted that the primary reason has been because of students not submitting a CSU application by the stated deadline. This should be examined in order to devise a strategy that will decrease this missed opportunity for Ohlone students. Perhaps even an email reminder system close to the deadline, inviting students into the Center to complete their application, would suffice. For students applying to Santa Clara University, there are often mistakes in their planning of coursework to ensure the appropriate classes are completed. As with the major training in the Fall for TAAs that are submitted between September and November, it is recommended that a mini Santa Clara TAA training occur for counselors in January.

In the upcoming year it will be interesting to see what direction the TAA program takes from the University of California perspective. It was announced at a conference in September 2006 that they were going to begin developing a common TAA form. Although it is unlikely that there will be complete participation by all ten UC campuses, particularly UC Berkeley, it will be intriguing to see if other campuses join the new version and accept applications from all 109 community colleges, whether or not the individual campuses will complete the form, and what the reporting system of results will be like.

The transfer program has tried to improve the efficiency of available resources by remaining conscientious of the time and money associated with the TAA program. Three years ago, the Transfer Coordinator made a move to put as many of the contracts as possible on NCR paper, thus reducing duplication costs and time collating different packets for student files, mailing to the University, and TAA files.

During the 2005-2006 academic year, 100 TAAs were signed. In the 2006-2007 academic year, 123 contracts were signed. Given the 23% increase in the number of TAAs submitted from 2005-2006 to 2006-2007, the Transfer Admission Agreement program is definitely a strong measure of students making informed decisions that have strong benefits. To make the process easier for both students and counseling faculty, the transfer program would like to see discussions of a scanner purchase be made a reality. Not only would this allow for transcripts to be available electronically for counselors, reducing the need for students to obtain an additional copy initially, it would also enable the transfer program to scan documents and make them available online. The key is providing access to as much information as possible for students. As part of the recommendation to improve the information online, it is believed that having the TAA contracts available in a read-only format gives students a chance to see what they will be agreeing to, thus allowing them to continue making informed decisions.

Method of Assessment: General Education (GE) certification requests

Performance Standard: 340 "transfer ready" students request a CSU GE or IGETC certification

The General Education (CSU/GE-IGETC) Certification request was created for students who have completed all general education courses and, prior to beginning courses at the transfer institution, are given the opportunity to request this certification. A certification by Ohlone College verifies for the receiving institution that the prospective student has met the lower division general education requirements as stipulated by the pattern.

There are two different patterns available, one preparing students who intend on transferring to the California State University (CSU) system, known as the CSU GE-Breadth, and the other for students who may transfer to either the University of California (UC) system or CSU system. This pattern is referred to as the IGETC, which stands for Intersegmental General Education Transfer Curriculum. Students who have completed either set of general education breadth coursework can request that Ohlone College certify this completion. In addition to the course requirements for each subject area on the IGETC pattern, full certification for the CSU must include completion of the Oral Communication requirement. For the UC, Oral Communication is not required, but the certification must include satisfaction of the foreign language proficiency requirement.

Students, who meet specified subject area minimum requirements but are a few courses short of completing the entire pattern, may request that Ohlone partially certify the CSU GE BREADTH pattern. Students would then be required to complete the remaining general education requirements at the transfer campus according to its own procedures and rules. The exception to this is that students cannot be missing their written and oral communication, critical thinking, and quantitative reasoning courses, as these are required for admission to any CSU campus.

A request for general education certification may be obtained at the Ohlone College Office of Admissions and Records. Once accepted for admission, students must select only one university to receive their certification. There is no charge, but Ohlone College issues only one certification. Usually the processing time is about 2-3 weeks and can be delayed due to registration, graduation, grading periods, lack of documents, "in progress" classes, staffing, etc.

Data for CSU/GE and IGETC certification from October 2006 through March 2007 is as follows:

CSU Certifications

Chico	1	Long Beach	2
Dominguez Hills	1	Northridge	1
East Bay	6	Sacramento	2
Fullerton	1	San Francisco	3
Humboldt	1	San Jose	13

UC Certifications

Berkeley	2	San Diego	1
Davis	6	Santa Barbara	1
Irvine	1	Santa Cruz	2
Los Angeles	1		

CSU Total: 31

UC Total: 14

TOTAL CERTIFICATIONS: 45

The current process for either CSU/GE or IGETC certification is as follows: Students obtain the form from either the Counseling Department or Admissions and Records (A&R), and complete the request. The form is then turned in to A&R for processing. The staff in A&R certifies the request and submits it to the appropriate CSU/UC campus as directed by the student. Copies of the transcript along with CSU/IGETC certification form are then stored in a box at A&R, sorted by the month it was requested. Currently, Ohlone College has data only for the past six months starting from October 2006 thru March 2007. Data was obtained manually from A&R for the past six months but historically data is not kept or tracked beyond the six months.

In order to increase the usage of certifications and keep accurate data for years to come, Admissions and Records and Transfer Center staff need to meet with the Information Technology Department to establish an automated system. There are great benefits to an automated system. Data would be better tracked, allowing for comparison from one year to another; automated emails would go out to students reminding them to request/complete certifications, and the turn around time would be faster. Since the college is adapting to a paperless model, having automated certifications would ensure faster turn around time as well as doing away with manually inputting data.

Educating our students about the importance of a CSU or IGETC certification and the long- term benefits it would provide is another goal. This can be done via email as well through monthly tips on the transfer calendar. The transfer calendar would come out beginning of the month from the director of the transfer center and specially a big push for certifications during the months of May (the end of Spring Semester), July (the end of Summer Semester), and December (end of Fall Semester). All of the above recommendations are in place with one common goal to increase numbers of CSU/IGETC certifications and be able to closer to the numbers students who are transfer ready. This will allow us to have a check and balance system between requests for certification and students identified as transfer ready, discovering if they are actually making decisions to move forward in their academic career.

Student Learning Outcome III: Summary

The third student learning outcome (SLO) seeks to measure the amount of purpose, with regard to transfer, that exists in Ohlone College students. Purpose is identified within the student services curriculum and, therefore this SLO is definitely a good measure of how well the Transfer Center is aiding students in acquiring this level of development. It seeks to indicate how well students are exploring and evaluating their options, and ultimately making informed decisions based on this research. It is important to have this SLO, and will be even more of a benefit once the methods of assessment can be improved to be efficiently reflective of the Center's efforts.

Given what has been working well, the faculty and staff of Ohlone, including those in the Transfer Center, should continue emphasizing the importance of taking foundation English and Math courses early, and the value of requesting certification of their general education coursework be mailed to the institution of their choice. Likewise, annual training of counselors for TAA requirements and limitations, providing information about this program to students, as well as encouraging their participation, has helped to make this program successful.

The Transfer Center's overall success of service delivery with this SLO is good. Given the resources available over the past year and a half, the Transfer Center appears to adequately utilize what was available, but can still use resources and endeavors to improve its effectiveness. The Center is seeking assistance with obtaining a scanner to develop electronic copies of forms and information currently available on paper, as well as requesting that discussions begin to transfer the GE certification process into one that is automated.