Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Transfer
  2. Academic year: 2011/2012
  3. Review Type: Student Services
  4. Program/Departments: Transfer Center (63300)
  5. Authority Code: -
  6. External Regulations: Yes X No__
     Describe:
     Title 5 advises community colleges to recognize transfer as one of its primary missions, placing emphasis on the preparation and transfer of underrepresented students. Each district is to develop and adopt a Transfer Center Plan to implement a program directed toward, but not limited to, five areas: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.
  7. Provide a brief narrative that describes the services provided.

The Transfer Center (TC) seeks to provide resources and services for a successful transfer experience. TC resources and services include: library of catalogs and reference handbooks, university representative visits, transfer workshops and information sessions, university campus visits/tours, guaranteed admission and/or concurrent enrollment programs, college/university/major search resources, an online calendar of on- and off-campus transfer events, as well as designated space with laptop computers and wi-fi capability for transfer research.

8. Describe how the program specifically serves students, faculty and staff.

RESOURCES AND SERVICES

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 Guarantee
• Planning Financially for University Transfer
University Campus Visits

- Facilitate campus exposure for prospective students through campus visits which include a tour, workshops, and a campus life experience
- An effort is made to visit two public institutions and one private institution per semester

Events

- Transfer Day
- University Panel
- Information Tables
- Promotion and participation in transfer-related events held by Universities (e.g. Multicultural Day at UCB, Latino and African-American Student Education Summit at CSU East Bay, Open House, Preview Day)

Transfer Library

The library consists of college catalogs (from across the nation as well as abroad), pamphlets and viewbooks, transfer guides, and DVDs.

The library consists of reference materials such as:

- Bears Guide to Earning Degrees by Distance Learning
- College Student’s Guide to Merit and No-Need Funding
- Colleges for Students with Learning Disabilities or AD/HD
- Financial Aid for African-Americans, Asian-Americans, Hispanic Americans, Native Americans
- Peterson’s Four-Year Colleges 2009
- Rugg’s Recommendation on the Colleges
- The Best 168 Medical Schools
- The Best 301 Business Schools
- U.S. News and World Report Ultimate College Guide 2010

Information and Resource sheets such as:

- The Final Year Checklist
- Online Transfer Resources Bookmark
- UC Personal Statement Tips
- Campus-Specific Major Guides
- Transfer General Education Patterns with UC/CSU Minimum Admissions Eligibility

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

The Transfer Center values partnerships within the Ohlone community and with university programs to provide students with additional support as they refine their transfer goals.
Disseminating transfer related information to Counselors and faculty  
Academic planning through Counseling Department  
Specialized transfer programs such as Transfer Admission Guarantee, Concurrent Enrollment (UCB) and Cross Registration (CSUEB), Environmental Leadership Pathway, UCLA Summer Intensive Transfer Experience.

### 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 Guarantee, Concurrent Enrollment, Cross Registration, and summer programs (e.g. UC Irvine Transfer Research Fellowship, UC Davis KHOP Pre-law, UC Santa Barbara Summer TRANSITIONS Program)
- 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
- Access additional online resources (e.g. ASSIST, Eureka, CollegeSource, HBCU Mentor, etc.)

### Direct Student Assistance

- Application and personal statement/essay assistance
- Research potential colleges and universities (e.g. majors, scholarships, student life, etc.)
- Respond to email and phone inquiries regarding transfer resources, programs, and services
- Assist students transitioning to the university (e.g. document requests, student portal usage, orientation registration, etc.)

### FACILITIES

The Transfer Center is currently located along with the Counseling Department on the third floor in Building 7. The new location provides the center with an open and prominent location next to the counseling appointment waiting area. Students can be productive and conduct transfer research or obtain assistance while waiting for their counseling appointment. Counselors may also bring students over after an appointment to encourage and foster support in exploring transfer options. This visibility bridges the two services by bringing more continuity between their roles. That is, students can gather information at the Transfer Center and discuss their findings with their counselor; or, students may be prompted with questions from a counseling appointment and visit the center to obtain clarification and answers. Both services aim at helping students seek their transfer options in order to refine their goals.

The new location provides the center with four individual tables on wheels, which affords the center with more flexibility to rearrange table set ups as needs arise. On any given day, we may have one table with students working on applications and another table with students wanting to talk about transfer programs, and yet, a third table with students utilizing catalog and reference materials. The center has new laptops and wi-fi capability, which allows students to use our laptops or bring their own when working on transfer-related tasks. There are six built-in two-tier bookshelf sections with each section measuring 36 in. high by 45 in. wide. We use these shelves to hold transfer reference guides and handbooks, university catalogs, as well as binders with university-specific viewbooks, flyers, and transfer admissions information.
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 center also has two dedicated offices for university rep visits. The dedicated offices allow the center to bring more university representatives on campus for one-on-one private transfer advising appointments.

Since the last program review, we have acquired a new tracking software program called SARSTrak. SARSTrak is a computerized check-in system which communicates with Datatel in identifying the number of students served through the Transfer Center. This information is collected and communicated to the Chancellor’s office through MIS reporting as well as the Transfer Center Annual Report, which is submitted to the Transfer and Articulation Program Unit in the Student Services Division of the Chancellor’s office. SARSTrak also has reporting functions which Transfer Center staff can use to better understand trends amongst student traffic, such as days and times of visit as well as purpose for each visit. This directly affects planning of future services for the center.

STAFFING

In November 2006, the Transfer Program was excited to hire a full-time classified staff member, allowing the Center to open for 40 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 Transfer Center Specialist, with ten years of professional experience in education, holds a BA in Sociology from the University of California, Berkeley and in May 2009, earned an MA in Education Counseling and Student Personnel from San Jose State University. From 2006 to present, she has grown in depth of knowledge, level of competence, and effectiveness in working with students. This has benefited the quality of services offered through the Center both to students and faculty.

A final staff member is in her tenth 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 Master’s 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. She completed her term as Region IV representative in October 2009. In December 2008, she was elected as the North Chair of the Transfer Center Director Association, now known as WACAC Community College Transfer Committee, and continues to serve in this capacity. In addition to overseeing the evolution of the Ohlone College Transfer Center, she now utilizes statewide contacts to
address transfer issues on a larger platform.

Outside of regular staff, the Transfer Center collaborates with the Ohlone Financial Aid office to identify work-study students who can benefit from work experience obtained at the center. These students gain valuable experience in the area of skills: time management, communication, working independently, and project management, while addressing their education costs. The center also benefits from their assistance with marketing, filing, and organizing the center’s materials, area, and equipment.

ADVISORY COMMITTEE

The Transfer Advisory Team was established in Fall 2008 and comprises of Ohlone College counseling and instructional faculty, university representatives (CSU, UC, and Private), Ohlone classified personnel from various student services programs (EOPs, Financial Aid, Transfer Center), Ohlone administrators, as well as, high school guidance counselor, and Ohlone student representatives. The Transfer Advisory Team supports the overall transfer function at Ohlone College by dialoguing about issues and their impact on students, identifying and accomplishing goals to clarify the transfer process for students, and increase campus community involvement.

EVALUATION

Each semester, the Transfer Center also reviews the resources and services offered and whether improvements or enhancements can be made. This may include: development of new workshop topics, increase or decrease current workshop offerings, collaboration with outside agencies, inventory review, updating and/or adding to the resource library.

The Transfer Center participates in ongoing internal evaluation via the Transfer Center Plan. The Plan describes the activities and services to be provided to students, incorporating the provisions established through Title V Minimum Program Standards. The plan outlines goals derived from Title V Standards, objectives related to each goal, action items, outcomes, its relation to current college goals, and a timeframe for accomplishing each objective. Please see the attached 2010-2011 Transfer Center Annual Plan.

The Center participated in program review in the 2006-2007 academic year. As the College adopts an annual program review, the Transfer Center will begin participating in evaluation on an annual basis.

REPORTING

The Transfer Center participates in reporting as required by the Chancellor’s Office through the Transfer Center Annual Report. It describes the status of the district's efforts to implement its transfer center, achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations. Please see attached 2009-2010 Transfer Center Annual Report, Section 1, Title V Regulations.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

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. Since its inception, Title V has mandated colleges to develop Transfer Center plans to implement a program directed toward, but not limited to, five areas: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting. For Ohlone, its Transfer Center plan outlines goals, objectives, and specific actions to be taken. For 2010-2011, Transfer Center staff began to align elements of the plan to the Ohlone College Goals. This plan is the primary mechanism that drives programming and services for the year.

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.

Presently, the Transfer Center website and calendar are updated regularly and direct student emails are sent bi-monthly, unless circumstances warrant special distribution. In addition, through funding from Workforce Investment Board, the center secured two LCD monitors, which are located in Hyman Hall and the Newark campus Student Services Center. These monitors highlight weekly Transfer Center events and announcements. Lastly, the center has explored the use of Facebook to communicate announcements and opportunities with students. In the future, the center hopes to explore the use of podcasting, Skype, and other social media outlets to communicate with students.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

Per Title V, the district is directed to make transfer one of its primary missions. The Transfer Program works to assist the district in integrating transfer within its programs and services. The Transfer Center is a significant portion of the Transfer Program at Ohlone College. As such, it has significant impact on the college and other programs.
Matriculation

The Transfer Center provides materials and presentations about its programs and services to students at various orientations, including general student, EOPS, and DSPS. The center provides research assistance and transfer-related materials (e.g. GE patterns) to students seeking clarification for admissions and registration purposes.

Retention Programs

The Transfer Center collaborates with retention programs such as Puente and Nishati to provide targeted services and opportunities which help students explore and refine transfer options. Examples of these efforts include:

- Transfer Center Orientation
- University campus visits
- Classroom visits
- Individual student assistance
- Communication of university opportunities specific available to this population

Counseling

The Transfer Center Director (TCD) meets with counselors on a bi-monthly basis to provide informational updates on new and changing transfer requirements; announce Transfer Center activities, university programs and events, and counselor-specific conferences and meetings; and serve as an important resource for transfer questions and problem cases. The TCD encourages all counselors to register for the Transfer Counselor Website listserv in order to stay abreast on timely transfer announcements (i.e. admissions updates, programs changes, application deadlines, etc.). This will ensure that students receive counseling services from a well-trained and informed counseling staff and better establish and meet educational goals, select appropriate classes, and ultimately persist and transfer at a higher rate. It is critical that students be kept apprised of changing transfer requirements and the impact these changes might have on their educational plan.

Counseling activities related to transfer include:

- Utilizing both electronic and printed resources to provide students with information on college and university admission requirements, selection criteria, general education requirements and major preparation.
- Assisting students with the appropriate course selection necessary for transfer preparation, including the completion of all necessary basic skills courses.
- Completing student educational plans (SEP) which include the selection of major preparation and general education courses, and ensuring the completion of all transfer admission requirements.
- Using articulation agreements to evaluate all previously attempted coursework and to make referrals to the Transfer Center when necessary.
- Making referrals to special programs and/ or services (i.e., Transfer Center, Financial Aid, DSPS, EOPS, etc.) as well as appropriate outside agencies.
- Offering career and personal counseling.
- Assisting students in writing Transfer Admission Agreements (TAAs), participating in concurrent enrollment programs, and other transfer-related programs.

Curriculum and Articulation

The California Community College Transfer: Recommended Guidelines provides guidance on the integration of transfer within curriculum and articulation. The goal of curriculum related to
transfer is to help students move effectively from skill development and lower level courses to the completion of university-level work. The curriculum should provide sufficient breadth and depth to serve the interests and needs of a diverse student body. Assessment of the quality of curriculum can be measured through student success at the baccalaureate institutions. When colleges are not able to offer the courses required by universities, students will leave that community college and find a community college that does offer the required courses. Thus, a strong transfer curriculum creates a strong community college transfer program.

Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Although the ultimate responsibility for evaluating the comparability of coursework lies with the instructional faculty, it is the Articulation Officer who (with input from Transfer Center Directors and Counseling faculty) initiates the dialogue between community college and university faculty, and advocates on the students’ behalf. When faculty carry out this responsibility in every discipline, colleges lay the foundation of joint ownership of the transfer program between instruction and student services.

When transfer is integrated into curriculum and the curriculum is articulated broadly, students benefit greatly. While the Transfer Center is not directly involved in either process, its staff work with counseling faculty who are members of the Curriculum Committee to provide input, perspectives, and raise awareness about current transfer issues. Ultimately, the district must ensure that faculty incorporate transfer in all curricular matters.

**Ohlone College**

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. Additionally, it values the role faculty have in both academic program development and mentorship.

It is unknown whether the general campus community as a whole shares in these values. Academically, when a department is focused on their area of expertise, it may prove difficult to make the correlation between their course and a student’s 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 most 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, encouraged, and mentored 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.
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 reduced from $1488 to $685 since 2005-2006. 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, improve performance, and further impact the college and other programs, the District will need to drastically increase its financial support.

11. Discuss the impact of the program on the community and the impact of the community on the program.

High school students, counselors, and the general community often inquire about obtaining a university education via the community college transfer pathway. The Transfer Center impacts and serves the community by providing information about its programs, services, as well as updates through presentations, Q&A’s, and tabling, through events such as:

Freshmen Connection

Serving over 900 incoming students, Freshmen Connection Day is an orientation program that gives priority registration to high school seniors. It’s a great opportunity to learn more about Ohlone and to register for college classes.

High School Counselors’ Conference

Attended by high school guidance counselors and career technicians from the Fremont Unified School District, New Haven Unified School District, Newark Unified School District, the annual conference provides an overview of Ohlone College programs, services, updates for incoming students, and a Q&A session. Given the responsibilities counselors have at their respective campuses, this conference serves as a platform for counselors from both sides to dialogue about current needs and issues in an effort to seek solutions.

High School visits

Direct requests from individual high schools for Transfer Center staff to present on transfer programs and the community college pathway. It is also an opportunity for staff to answer questions from high school students as they explore transfer as a strategy in obtaining their baccalaureate degree.

RAZA Recruitment Day

Serving approximately 500 students from underrepresented populations, RAZA Day encourages Latino high school students, especially seniors, to attend Ohlone College and introduces them to a support network in order to ease the transition from high school to college.

1. Core Values, Goals & Objectives:

College Core Values
• We provide life-long learning opportunities for students, college personnel and the community.
• We open access to higher education and actively reach out to under-served populations.
• We promote diversity and inclusiveness.
• We maintain high standards in our constant pursuit of excellence.
• We value trust, respect and integrity.
• We promote team work and open communication.
• We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.
   6. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   7. By spring 2013, increase to 500 the number of students receiving associate degrees.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
   4. By 2015, improve satisfaction rate with customer service in all service areas of the college.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

8. Engage all members of the college community in active, continual institutional improvement.
   3. By 2011, pursue potential areas for partnership and collaboration with the community.

2. Briefly describe how the program supports the college mission, vision and one or more of the college values.

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.

We provide life-long learning opportunities for students, college personnel and the community.

Students who join the Transfer Program immediately have to learn how to set goals, take ownership, manage their time, and immerse themselves in planning, all of which are opportunities that cultivate lifelong, voluntary, and self-driven pursuit of knowledge either personally or professionally.

We open access to higher education and actively reach out to under-served populations.

Community colleges are charged with primary focus on preparation and transfer of underrepresented students through Title V. Therefore, the Transfer Program planning and activities support all students, yet are designed to serve this population, specifically.

We promote diversity and inclusiveness.
Since Title V directs Transfer Programs to serve underrepresented students, it naturally lends itself to promotion of diversity and inclusiveness. As underrepresented students participate in transfer activities, all students benefit from one another through the experience. For example, a recent university visit to the University of San Francisco included an international deaf student. The group was made up nine students and while many of them did not know each other, a few of them knew limited American Sign Language. Throughout the day, these students took it upon themselves to sign with this international deaf student rather than fully relying on the interpreter. This allowed them to interact with and support each other as they explored the USF transfer option. Other opportunities that promote diversity and inclusiveness include participation in the Latino/African-American Student Education Summit, hosting an HBCU (Historically Black Colleges and Universities) Panel, as well as the myriad of colleges and universities represented at Transfer Day (e.g. women’s college, deaf universities, specialty schools).

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.

*We maintain high standards in our constant pursuit of excellence.*

The Transfer Center plan serves as a tool for annual review of current student needs, programming, and resources. Staff seek to grow and improve what resources and services are provided and how they are delivered. While no formal survey process is in place, staff regularly obtain student and counselor feedback to determine any necessary improvements.

*We value trust, respect and integrity.*

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.

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.

*We promote team work and open communication.*

For a student to transfer smoothly and successfully, multiple areas and people are needed to direct and support the process. It naturally requires enormous amounts of team work and communication across institutions (e.g. university and community college), divisions (e.g. student services and academic departments), and parties (e.g. student, faculty, staff). The Transfer Program promotes team work and effective communication by encouraging students to immerse themselves fully in the process, engaging with the different services and people who assist them along the way. As a result, the student develops self-advocacy skills.

*We demonstrate stewardship for our human, financial, physical and environmental resources.*

For the Transfer Center, which has a very small operating budget ($685 for the 10-11 academic
year), careful and responsible management of funds is required. The center reviews its library of materials annually, prioritizes its needs for current and relevant publications, and makes purchases on a cyclical basis. Staff apply for and utilize professional development funds for professional development to remain current with the skills and knowledge required to best serve students. Staff also seek assistance from Ohlone Financial Aid for work-study students as another way of managing the limited financial resources. As with the rest of the college, the transfer program engages in environmental stewardship through recycling, and using technology to promote and market its events and announcements, which reduces paper cost.

3. Briefly describe how the program supports the selected college goals.

Goal 1: Through innovative programs and services, improve student learning and achievement.

The Transfer Program supports student learning and achievement 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.

Goal 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Annually, Transfer Center staff plan for professional development in order to remain current with the skills and knowledge which best serve students. Generally, staff seek a minimum of three opportunities each semester focused on transfer admission trends, specific student populations, university programs and opportunities, and statewide transfer issues.

Goal 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

In order to use fiscal resources to maximize student learning and achievement, the center reviews its library of materials annually, prioritizes its needs for current and relevant publications, and makes purchases on a cyclical basis. Various forms of technology are used to communicate with students (e.g. bi-monthly email, Facebook, LCD monitors, etc.) regarding upcoming events and important announcements or deadlines. As for human resources, both full-time staff are extremely dedicated and utilize every moment of each work week to provide a comprehensive program that best serve students. In addition, staff request assistance from work-study students and monitor their time closely to ensure that students stay within their award amount while maximizing productivity.

Goal 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Since Title V directs Transfer Programs to serve underrepresented students, it naturally lends itself to inclusiveness and interaction with diverse people and cultures. 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. As underrepresented students participate in transfer activities, all students and staff benefit from
one another through the experience(s). At Transfer Day, students are exposed to schools and programs different from their initial concepts of what constitutes a “university”. Faculty also broaden their ideas about higher education and the options available to students. Examples of schools that represent this awareness include women’s colleges and deaf universities. Additionally, sessions such as the HBCU Panel allow attendees to hear panelists share their stories about making their college choice and experiences while attending the university, including exposure to different cultures and perspectives. Through deliberate programming, all resources, services, and activities promote and foster inclusiveness and diversity.

**Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**

Transfer Center staff take advantage of outreach opportunities such as RAZA Day, Freshmen Connection, and College Connection Parent Night to welcome all students and, specifically, reassure those who are first generation and/or come from low-income families that transfer is possible. Transfer workshops are designed specifically for students who may not have support from family or other individuals. Application working sessions provide an environment for students to receive application assistance and computer stations to complete and submit admissions applications. University information sessions expand their knowledge about what universities have to offer. University campus visits afford them the opportunity to envision themselves attending a university, while also being able to ask specific questions about transferring. Center staff regularly reaches out to students and connect them with university representatives or programs who specifically serve under-served and under-represented students such as the UC Berkeley Transfer Alliance Project and Environmental Leadership Pathway program.

**Goal 8: Engage all members of the college community in active, continual institutional improvement.**

The Transfer Program established a Transfer Advisory Team (TAT), which is made up of faculty and staff of the college, students, as well as high school and university admissions representatives. The Transfer Advisory Team examined the roles and responsibilities different members of the college community have on transfer. It also developed a document which outlines the transfer process and key considerations students must make as they progress toward their goal(s). Through our relationship with the counseling department and the campus committees counselors serve on, we encourage faculty to consider transfer issues and student needs in their decision making. These efforts reflect an intention on improving and strengthening the transfer program at Ohlone College.

4. **Briefly describe how the program supports the selected college objectives.**

**Objective 1.6 By spring 2013, increase to 600 the number of students transferring to UC and CSU.**

The Transfer Program aims to increase the number of students who transfer to the California public university systems by:

- Continuing to offer application workshops during peak filing periods
- Raising awareness about deadlines (e.g. Bi-monthly emails, Facebook blast, Important Announcements box)
- Utilizing the UC Data Share Project information to monitor progress through the
admissions cycle
• Educating students about the transfer process, including choosing a major and university, developing a plan, and transitioning to the university through use of the Transfer Workbook.
• Working with counselors to educate students about CSU local admissions policies, impacted majors, selection, and supplemental applications in order to ensure viable transfer options.

**Objective 1.7 By spring 2013, increase to 500 the number of students receiving associate degrees.**

While the Transfer Program focuses on students transferring to the university, it also values and supports students receiving an associate degree. Often, as part of their transfer plan, students will inquire about degree and certificate programs at the college. Staff encourage students to pursue all options, discuss associate degree requirements with their counselor, and incorporate this into their educational plan.

**Objective 3.4 By 2015, improve satisfaction rate with customer service in all service areas of the college.**

The Transfer Program continues to develop surveys for all segments of the college (e.g. instructional faculty, students, counseling faculty, university representatives) to provide the program candid feedback and suggestions about its programs and services. Staff has requested IT assistance in automating this process with regards to distribution and data collection for expedited analysis.

**Objective 7.1 By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.**

The Transfer Program supports outreach efforts through tabling and providing materials useful to under-represented students and their parents. A publication highlighting the community college pathway to a baccalaureate degree is available in three different languages. The Transfer Center brochure outlines its resources, services, and programs.

**Objective 8.3 By 2011, pursue potential areas for partnership and collaboration with the community.**

In collaboration with the Eaglevieview Foundation, an organization dedicated to helping families prepare for college, the Transfer Center offered a workshop on planning financially for university transfer. Eaglevieview Foundation has also chosen to support the transfer function by becoming a HOST scholarship donor through the Ohlone College Foundation.

**Objective 8.6 By 2015, structure processes that promote informed college-wide discussion leading to integrated, evidence-based decisions.**

The Transfer Program has begun to identify and prioritize Program Improvement Objectives and incorporate them into the annual Transfer Center Plan. The program is aggressively seeking data collection from which it can make more concrete, informed decisions in its planning.

**Program SLOs & Assessment**

1. **Student Services SLO -**

   **RESPONSIBILITY:** Students demonstrate responsibility by utilizing resources to meet
transfer goals(s).

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.

Methods of assessment:

**Transfer Center Visits**

Students visit the Transfer Center to utilize its resources, services, and obtain support through the transfer process. The center’s resources and services include: library of catalogs and reference handbooks, university representative visits, transfer workshops and information sessions, university campus visits/tours, guaranteed admission and/or concurrent enrollment programs, college/university/major search resources, an online calendar of on- and off-campus transfer events, as well as designated space with laptop computers and wi-fi capability for transfer research.

Student visits data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>895</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1093</td>
</tr>
<tr>
<td>2008-2009</td>
<td>941</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1603</td>
</tr>
</tbody>
</table>

Visit numbers reflect a duplicated count of students, since students may visit the Transfer Center multiple times throughout the year for various reasons, tasks, and purposes. It is curious to us why there is not a steady increase in student visits to the center. Overall, however, we are pleased that there is an increase of students coming to the Transfer Center and utilizing its resources and services.

With the acquisition of SARSTrak in Fall 2008, an electronic check-in software program, the Transfer Center began to capture reasons for which a student comes to the center. Students can select multiple reasons for their visit. From July through October 2008, students checked in by signing a paper log, which focused on contact versus reason for their visit. Thus, the data below differs from the one above, in that, the table below only reflects the reasons for a student's visit beginning in November 2008.

The November 2008 – June 2009 visit data based on “Reason for Visit” are as follows:

<table>
<thead>
<tr>
<th>Reason for Visit (2008-2009)</th>
<th>Number of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Transfer Questions</td>
<td>216</td>
</tr>
<tr>
<td>University Application</td>
<td>125</td>
</tr>
<tr>
<td>Major Exploration</td>
<td>43</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>31</td>
</tr>
<tr>
<td>Transfer Admission Guarantee</td>
<td>26</td>
</tr>
<tr>
<td>General Education</td>
<td>22</td>
</tr>
<tr>
<td>School Exploration</td>
<td>20</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>16</td>
</tr>
</tbody>
</table>
In 2009, the list of reasons students could select, when logging into the Transfer Center, were reorganized to simplify the check-in process. Many reasons were “turned off”, a number of reason code descriptions were revised, and, in Spring 2010, a new reason code was added called, “Transitioning to the University”. This was done to better understand the trends and needs of students.

The 2009-2010 visit data based on “Reason for Visit” are as follows:

<table>
<thead>
<tr>
<th>Reason for Visit (2009-2010)</th>
<th>Number of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Planning</td>
<td>1083</td>
</tr>
<tr>
<td>University Application/Personal Statement</td>
<td>392</td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td>77</td>
</tr>
<tr>
<td>Transition to the University</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1563</strong></td>
</tr>
</tbody>
</table>

Acquiring SARSTRAK has been instrumental in capturing reasons for student visits to the Center. Not only is this helpful for programmatic development, students are also growing in responsibility by visiting the center, making inquiries, and utilizing the Center’s resources and assistance to meet their objective.

Since refining the list of reasons students may select, it appears that “Transfer Planning” significantly increased. However, “Transfer Planning”, in essence, captures the reasons from 2008-2009 such as Major Exploration, School Exploration, Concurrent Enrollment, so, an increase in this reason code is to be expected. Relative to “Transfer Planning”, it would appear that students do not visit the Transfer Center very often for application and personal statement assistance. However, we anticipate this data has been captured within Application Workshops under the section Transfer Workshops. For “Transition to the University”, students may not be aware that the Transfer Center can provide support and assistance in this area. This is an area requiring further consideration in order to increase student awareness and use of the center for this purpose.

Despite accounting for the delayed capture of data using SARSTRAK, it appears that students are increasingly utilizing the Transfer Center to obtain clarification, assistance, resources, and services in their transfer planning.

**Transfer Day**

Transfer Day is an annual college fair event that includes afternoon workshops. The college fair is attended by 40+ universities representing institutions across the United States. It gives students an opportunity to explore and learn about transfer options to various universities.
Estimated attendance numbers are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>700</td>
</tr>
<tr>
<td>2008</td>
<td>1000</td>
</tr>
<tr>
<td>2009</td>
<td>500</td>
</tr>
</tbody>
</table>

In 2009, Transfer Day was held in October instead of September as it had been the previous four years. There was a record setting thunderstorm in Fremont, Ca. on October 13, 2009, which we believe affected attendance at Transfer Day. In addition, the event took place at a new location, which was the lobby level of the new Student Services Center in Building 7.

**Transfer Workshops**

**APPLICATION WORKSHOPS**

During the months of October and November, the Transfer Center holds application workshops and students are able to borrow a computer to work on and/or obtain assistance with university applications, personal statements, admissions essays, portfolios, etc. Particular attention is given to the last few days of November, in anticipation of the Fall priority application deadline for both the California State University system and University of California. These workshops specifically are referred to as Last Minute Application (LMA) workshops. In general, workshops are offered every year, but, the total number of workshops offered and their hours vary, depending on classroom availability.

Admission Application Workshops data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>106</td>
</tr>
<tr>
<td>2007-2008</td>
<td>167</td>
</tr>
<tr>
<td>2008-2009</td>
<td>152</td>
</tr>
<tr>
<td>2009-2010</td>
<td>176</td>
</tr>
</tbody>
</table>

In 2006-2007, the application workshop consisted only of the Last Minute Application (LMA) workshops. In 2007-2008, in addition to LMA workshops, there were a number of application workshops where the presenter provided an overview on the CSU and UC application along with items and documents students should have in preparation for working on the online application. The presenter also provided tips for handling difficult questions or sections on the application. The center recognized that it was valuable for students to work on their application, so, for 2008-present, application workshops became working sessions.

Overall, the center is pleased to see that students demonstrate responsibility by attending application workshops and seeking assistance in order to submit a strong application.

**GETTING READY TO TRANSFER WORKSHOPS**

The Transfer Center has offered this workshop series in various forms, but, in essence, this workshop is designed for students in their last year at Ohlone College before transferring to the university. Workshop descriptions are as follows:

**Getting Ready to Transfer: The Final Year**
Anyone transferring to a university in Fall 2011 should attend this one-time workshop! Find out what you need to do for the remainder of your time at Ohlone to have a smooth transition to your university.

**Getting Ready to Transfer: The Transfer Transition**

.. Applied to your universities? ... Filled out the FAFSA? ... Received news that you've been admitted?!!

Bring your questions to this session on the Transfer Transition. Topics covered include:

- Making a decision on which college to attend
- Housing, transportation, services and resources
- Budgeting and money management
- Your first term at the university

Workshop attendance data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>None</td>
</tr>
<tr>
<td>2007-2008</td>
<td>None</td>
</tr>
<tr>
<td>2008-2009</td>
<td>48</td>
</tr>
<tr>
<td>2009-2010</td>
<td>37</td>
</tr>
</tbody>
</table>

For 2008-2009, the Center offered “The Final Year” throughout the year. The content of the workshop was developed into a timeline checklist, and made available as a resource students can access and use at the Transfer Center or via the Transfer Center homepage. For 2009-2010, the Center split the workshop into two, calling it “The Final Year” and “The Transfer Transition”. The “Final Year” workshop was offered multiple times in Fall 2009 and “The Transfer Transition” was offered multiple times in Spring 2010. The Center can consider how to raise more awareness about these workshops so students can ensure a smoother transfer experience during their last year at Ohlone and into the summer months before fall entry into the university.

Students who attend these workshops receive a lot of information and tips, and are able to develop their own customized To Do List. When students develop their own To Do list, they are refining their sense of responsibility by outlining important tasks, and adhering to university deadlines when completing the task(s).

**MAJOR-RELATED WORKSHOPS**

Workshops highlighting specific fields and/or majors give students an opportunity to further explore their interests and refine their transfer goals. A sampling of these workshops include:

**The Road to Success: How to Choose Your Major**

Unsure about your major? Ever wonder how your major relates to future careers? Attend this hands-on workshop to research majors, colleges and universities that offer your major(s), as well as occupational and salary information associated with the major(s).

**Early Care and Education**
Join presenters from CSU East Bay and Mills College for a session on the different career and degree opportunities in the field of early childhood education.

**Majors and Careers in Design**

Fiona Tedds, Admissions Counselor for the Fashion Institute of Design & Merchandising, is holding a special workshop on majors and careers in the field of design. If you are interested in business, marketing, computer design, graphic design, interior design, art, and fashion, join her for this session!

**Transfer Options in Engineering**

Join Counselor Wayne Takakuwa and the Ohlone College Engineering Club for a session on transfer planning and university options in the engineering field. Obtain tips for researching and applying to Bay Area universities!

**Transfer Options in Nursing**

Attend this workshop to learn more about careers and options in nursing, including the differences between an associate, bachelor's and master's degree in nursing, and obtain clarification about Bay Area nursing programs.

Major-related workshop attendance data are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>How to Choose Your Major</td>
<td></td>
<td>20</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Majors &amp; Careers in Design</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Transfer for Pre-Med Students</td>
<td></td>
<td></td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>Transfer Options in Engineering</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Transfer Options in Nursing</td>
<td></td>
<td></td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

When students attend workshops relating to a specific major or field, they are taking responsibility for their academic endeavors. Many of these workshops give students insight to the opportunities available in the field, academic preparation and rigor involved, admissions requirements, and characteristics or qualities that would help an individual excel in the specific field. Students can take this information and its implications, take appropriate actions, or make adjustments to their plans and academic goals. It is an indication of a responsible student when they use available resources to best accomplish their goal.
PLANNING FINANCIALLY FOR UNIVERSITY TRANSFER

In partnership with EagelView Foundation during the 2009-2010 academic year, a multi-part workshop on resources and strategies in funding one’s college education as well as correctly utilizing financial aid, grants and endowment funding!

Sessions topics included:

- The FAFSA, the Profile, the EFC; and, making college selections
- College selections and define a plan to pay for each college
- The forms and waiting for offers and awards
- Evaluating offers & awards and implementing a plan to pay

Students were encouraged to attend all sessions since each session covered a different topic. Over 80 students were able to attend these sessions. It is an encouraging number since no prior formal dialogue or guidance has been provided in this area at the college. By attending these sessions, students learn how financial aid is determined and what they can do to best strategize, plan, and fund higher education through researched and thorough financial planning. The Transfer Center needs to consider the format and how the content of this workshop is delivered as attendance from session to session varied, and participants gain the most when they attend all sessions in order. Furthermore, finding a means to deliver this presentation besides that of an in-person presentation will allow others to access valuable information and insight without exhausting staffing needs from the Transfer Center and the presenter’s organization.

UC PERSONAL STATEMENT WORKSHOPS

The University of California campuses require a personal statement as part of the transfer admission application. Students attend personal statement workshops to obtain details about the prompts, ask questions, and receive tips for brainstorming and developing the statement.

UC Personal Statement Workshop attendance data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>None Offered</td>
</tr>
<tr>
<td>2007-2008</td>
<td>80</td>
</tr>
<tr>
<td>2008-2009</td>
<td>107</td>
</tr>
</tbody>
</table>

With an increase in transfer applicants to the University of California, it is reasonable to expect an increase in attendance of this workshop. The centers is pleased to see students taking responsibility for their UC admissions application by attending this workshop and develop an authentic and effective personal statement.

University Representatives Appointments

University representative transfer advising appointments are great opportunities for students to obtain one-on-one advising with a university admissions counselor on transcript issues, student life inquiries, next steps for transitioning to the university, etc.. Advising occur in drop-in format, pre-scheduled appointments, or a combination of these venues. All visits occur on the Ohlone College campus, which allow for access.
University representative appointments attendance data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>278</td>
</tr>
<tr>
<td>2007-2008</td>
<td>362</td>
</tr>
<tr>
<td>2008-2009</td>
<td>458</td>
</tr>
<tr>
<td>2009-2010</td>
<td>367</td>
</tr>
</tbody>
</table>

Attendance numbers vary from year to year. This is due to availability of university representatives in making their way to Ohlone College to provide transfer advising. In the 2009-2010 academic year, for example, UC Irvine ceased to make visits to the Transfer Center and provide transfer advising. In Fall 2009, San Jose State University significantly reduced visits to the Transfer Center from four per semester to one that semester. Since, Fall 2009, San Jose State has not made additional visits beyond the fall Transfer Day. This is significant since San Jose State has historically been a major transfer destination for our students. However, when university representatives do come, students are able to address questions and concerns such as disability services, family housing, childcare, financial aid, as well as common question regarding transfer, admissions, and major-related requirements.

**Campus Visits/Tours sponsored by the Transfer Center**

The Transfer Center recognizes that determining what institutions to attend involves more than meeting admissions requirements. Students need to consider whether the institution fits their needs given their intellectual interests, career goals, and individual characteristics and concerns. As such, the Center values students visiting a particular campus to assess for educational fit. The Center advertises and promotes numerous university information sessions, open houses, preview days, showcases, etc., and encourages students to attend. As funding and resources allow, the Center also sponsors trips to various campuses. When students visit a campus, they see the physical surroundings of the campus, its students, and perhaps, taste campus cafeteria food. These tangible and practical experiences allow students to better determine if the university is a place in which they see themselves. As students make visits to campuses, they are utilizing available resources and services to make a good decision for themselves and their future.

The Transfer Center did not sponsor campus trips between 2006 through 2009. However, please see the attached Sample Transfer Events Calendar for an example of the university sponsored events promoted through the Transfer Center.

In Fall 2009, the Transfer Center collaborated with various retention programs to sponsor a few campus visits for Spring 2010. They are as follows:

**CSU EAST BAY AFRICAN-AMERICAN/LATINO EDUCATION SUMMIT**

Saturday, February 20, 2010

Attended: 26 students

Nishati, Puente, and the Transfer Center co-sponsored a trip to this education summit geared towards African-American and Latino students. Students were able to be on the CSU East Bay campus attending workshops on admissions, financial aid, as well as participating on a campus tour.
UC BERKELEY CAL DAY

Saturday, April 17, 2010

Attended: 15 students

Students, counseling faculty, and Transfer Center staff sponsored a BART trip to the UC Berkeley campus. Upon arrival, current students were met by Ohlone alumni who transferred to UCB. The group split up based on area of interest (ie. Biology, Engineering, Business, etc.) and took part in Cal Day as small groups before meeting up to BART back to Fremont.

UNIVERSITY OF SAN FRANCISCO CAMPUS TOUR

Friday, March 19, 2010

Attended: 7 students

Students and counseling faculty took an Ohlone van to the University of San Francisco. The day included an information session, campus tour, and dining at the USF campus.

Since the Transfer Center is charged with serving under-represented students, it is worthwhile for the Center to continue collaborating with support and retention programs and bring these students onto university campuses. In order to sponsor these trips for more students, the Center needs to explore additional resources.

Qualitative Student Samples

In addition to quantitative data, qualitative data is another way to capture students’ development in responsibility. The Center would like to showcase qualitative student samples because developing a sense of responsibility is reflected in the inquiries students’ make, the depth of that inquiry, and what they do with that information.

Sample 1:

Dear XXX,

This is XXX, My student ID is XXX.

I confused about the CSU East bay's transcript processing procedure. Before today, on the Application Status of the East Bay College website, it required me to send my transcript before Nov. 4, so I submitted it yesterday. But today, as I check the website again, they changes the requirements and requires me to send my transcript before March 31, 2009. Does it means I only need to send once, or I should resend my transcript by the end of this semester?

Thanks!

XXX

Sample 2:

Hello XXX,

I noticed on the email that you sent out that the 7/15 University Rep Appointments are full. Will there be more another day? Or is there a way I can meet with one of them at CSUEB?

Thank you for your help and time!
XXX

Sample 3:

hi XXX! hey can you tell me the hours on transfer day? what times are they going to be at Ohlone. Thanks so much for the quick reply. I'll be sure to contact those representatives.

Sample 4:

To whom it may concern,

My name is XXX, ID#XXX.

I was told just recently by an Ohlone VA staff member that such a "wip" or work in progress Ohlone web link exists. I can’t find this link as I am trying to transfer this fall of 09 to SJSU. My main goal is to show SJSU the WIP status and then have Ohlone send the official transcripts this Summer just in time for this 09 Fall semester at SJSU. Please advise as time is of the essence. SJSU currently has assigned me a student id #, but the official status of the application is "not complete", as of course the last step there being changed to an "admitted" status.

Best Regards,

XXX

Sample 5:

Hey XXX,

I hope you’re having a great break and had a happy Thanksgiving. Thank you so much for the UC application info; it really helped me to get everything in place. I do, however, have a few more questions that I thought you may be able to answer for me.

1. When choosing a transfer status ie: Junior Transfer or Senior Transfer, do I count all the units I have taken through Ohlone, or only those marked with CCCT beside them in the Academic History section of the application that transfer to the UC?

2. I was not able to talk to a counselor or submit my transcripts from Cal State Fullerton in order to see what CSUF classes would fulfill parts of the Intersegmental General Education Transfer Curriculum requirements at Ohlone, so I am not sure what classes I still need to take next semester in order to complete the IGETC for Fall 2009. Should I assume nothing will transfer from CSUF and write in every class from Ohlone I still need to take to complete the IGETC, according to the Ohlone "GE: Plan C (IGETC)" page, on my application? I think some of my CSUF GE classes will fulfill the IGETC requirements that Ohlone displays, but I'm not sure which CSUF classes will fulfill which IGETC requirements; so I was wondering if it's better to write down all the classes I would have to take strictly from Ohlone to fulfill the IGETC requirements, disregarding the possibility of any CSUF classes transferring over. I would do this to cover all my bases, that way, if a CSUF GE class DOES end up fulfilling an IGETC requirement, the classes that I wrote I was planning on taking in Spring '09 on my application will be obsolete due to the CSUF class that fulfilled the requirement.

3. Is there a database of some sort or some way to see which classes from CSUF will transfer to Ohlone to fulfill the IGETC requirement so that I am able to transfer to the UC I am applying to?
I apologize for randomly springing up these specific questions on you, especially during break. If you cannot answer them or do not have the time, I completely understand. I will do my best to fill out the application as completely and correctly as I can. I also apologize for the "wordiness" of the questions; I hope they are understandable. Thank you for even taking the time to read this and I hope to hear from you soon.

Sincerely,
XXX
###-###-####

These samples illustrate the different levels of inquiries students make with the Transfer Center. There is no existing rubric to assess the level of competency the student demonstrates in the skill of responsibility, which the Center may want to consider for future implementation. However, all samples do reflect what responsible students do; that is, responsible students will reach out and make inquiries and request clarification so they can stay on track with their transfer goals and plans. These students also happen to know that they can seek help through the Transfer Center. Responsible students will know their “go-to” people, so the Center should continue to raise awareness about its services and resources, so students know they can seek Transfer Center support through the transfer process. Sample #2 is worthy of note, because instead of just accepting the fact that the representative appointments were full, the student made additional inquiries about alternate days and ways to meet with the university representative. Not only is this a pretty responsible student, the student has also demonstrated self-advocacy skills. Sample #3 was texted to the Transfer Center’s email address and thus, the language is informal. Sample #5 is a pretty well written email and articulate, given the nature of the questions. The student reiterates his intention to complete his application to the best of his ability, which again, illustrates the quality of a responsible student.

Methods of assessment:

d. Future Action.

2. Student Services SLO -

PURPOSE: Students will identify their needs and make informed decisions affecting their future.

b. Indicate your planned method of assessment.
c. Enter assessment results and analyze student success in achieving this SLO.

Methods of Assessment:

APPLICATION: TRANSFER GOAL

As part of the matriculation process, prospective Ohlone students are asked to indicate an educational goal when completing the application. Students choose from a range of options including those related to undecided, basic skills development, professional development/career, certificates, and degrees. Within these options, students who indicate an interest in transferring, with or without earning an Ohlone degree, are counted as having indicated transfer as their goal.

<table>
<thead>
<tr>
<th>Students Declaring Transfer as a Goal</th>
</tr>
</thead>
</table>
An initial look at this data indicates a steady increase in the percentage of students declaring transfer as their goal in proportion to the number of enrolled students. Percentages during summer sessions appear high and may reflect university students taking Ohlone courses versus courses from their university, which are likely more expensive. In looking at each academic year, there was a percentage decrease from Fall 2007 to Spring 2008. Subsequent fall/spring comparisons demonstrate growing percentage increases. It is unclear what contributes to this pattern. Overall, we can surmise that as families find public university costs increasing and are facing a downturn in the economy, students are electing to begin their freshmen year at the community college in lieu of the university. These students, in turn, are naturally inclined to declare transfer as a goal. As universities are unable to enroll all qualified applicants, students may find themselves strategically utilizing the community college as a pathway toward their preferred university. It is interesting to note that while enrollment decreased by one thousand between Fall 2008 and Fall 2009, the number of students declaring transfer as a goal increased by three hundred.

Having the mission of serving underrepresented students, the Transfer Center has vested interest in the percentage of students having declared transfer as their goal by ethnicity.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>23.4%</td>
<td>26.4%</td>
<td>30.9%</td>
<td>25.9%</td>
<td>31.9%</td>
<td>42.4%</td>
<td>34.9%</td>
<td>40.7%</td>
<td>57.3%</td>
</tr>
<tr>
<td>African American</td>
<td>22.0%</td>
<td>22.2%</td>
<td>29.9%</td>
<td>33.6%</td>
<td>35.3%</td>
<td>50.0%</td>
<td>39.8%</td>
<td>40.9%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>31.2%</td>
<td>31.3%</td>
<td>38.3%</td>
<td>38.4%</td>
<td>41.8%</td>
<td>52.6%</td>
<td>47.8%</td>
<td>51.8%</td>
<td>66.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.2%</td>
<td>26.1%</td>
<td>28.5%</td>
<td>35.6%</td>
<td>37.3%</td>
<td>52.3%</td>
<td>43.0%</td>
<td>46.9%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>16.7%</td>
<td>18.7%</td>
<td>22.2%</td>
<td>22.0%</td>
<td>23.1%</td>
<td>45.5%</td>
<td>30.6%</td>
<td>39.4%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23.9%</td>
<td>27.2%</td>
<td>38.9%</td>
<td>32.4%</td>
<td>30.2%</td>
<td>45.2%</td>
<td>36.0%</td>
<td>39.6%</td>
<td>38.5%</td>
</tr>
<tr>
<td>White</td>
<td>19.9%</td>
<td>17.2%</td>
<td>21.1%</td>
<td>24.5%</td>
<td>26.3%</td>
<td>43.6%</td>
<td>31.1%</td>
<td>33.6%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Undeclared/Other</td>
<td>19.9%</td>
<td>19.4%</td>
<td>24.9%</td>
<td>24.7%</td>
<td>20.0%</td>
<td>33.1%</td>
<td>31.3%</td>
<td>29.1%</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

In reviewing the above data, it is apparent that this is a percentage of students who declared transfer as a goal, by ethnicity, within each ethnic group. While this is interesting, the Center’s aim was to better understand the ethnic distribution within the “transfer goal” population. By establishing this baseline, the Center can evaluate its program and how the District meets the Title V, minimum standard of placing “…priority emphasis on the preparation and transfer of underrepresented students….”

TRANSFER READY

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 in Spring 2007, 341 students were identified as transfer ready during the 2005-2006 academic year and 80 through the Summer and Fall terms of the 2006-2007 academic. At the time of completing this review, the College researcher has indicated challenges in paring down the data specifically to transferable units and GPA in Datatel.

TRANSFER ADMISSION GUARANTEE

Transfer Admission Guarantees (TAGs) or 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 as 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. TAG 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.

Colleges and universities choose to offer TAG for community college students. Ohlone College currently has TAG programs with 11 universities. Since 2006, one CSU discontinued the TAG program altogether, and the UC campuses either continued or expanded the program to all California community colleges. Two independent institutions expressed interest in establishing a TAG program for Ohlone College students. One independent institution was added to the list of TAG universities. Because regular admissions requirements were not as rigorous as the proposed guaranteed admission requirements and its program benefits for students were not as strong, the Counseling Department recommended not pursuing a formal program with the second institution.

Program management of TAG varies by campus. At Ohlone College, students can pursue a maximum of two TAG agreements within an academic year. This decision was made in conjunction with the Counseling Department in an effort to encourage students to be deliberate, thoughtful, and purposeful with their application(s). In this way, universities are receiving TAG applicants who have genuine interest in their campus and both the community college and university can better manage workflow. After a TAG application is submitted, students may or may not hear about the results directly from the university. For campuses who do notify, most try to inform students before the university admissions application is due. Campuses may or may not notify community colleges about TAG results. Upon request, some campuses are able to provide this data and others are unavailable. This impacts the data the Center is able to provide and should be kept in mind.

The data for the number of students who pursued TAGs are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>105</td>
</tr>
<tr>
<td>2007-2008</td>
<td>115</td>
</tr>
<tr>
<td>2008-2009</td>
<td>105</td>
</tr>
<tr>
<td>2009-2010</td>
<td>209</td>
</tr>
</tbody>
</table>
The TAG program is very popular amongst Ohlone College students. In 2008, all University of California campuses agreed to participate in a statewide TAG program, making participation available to students from any California community college. Regardless if a university chooses to offer TAG and/or communicate results of the TAG application, there continues to be an upward trend in the number of students considering this option. As previously noted, there has been an increase of students indicating transfer as a goal when applying to Ohlone College. The above data correlates with this trend and reflects students demonstrating purpose with their time at Ohlone and intention to transfer.

**Transfer Workshops**

The Transfer Center offers workshops on a variety of topics and programs which students can select according to their needs. The information gathered at these sessions allow students to make educated decisions affecting their transfer experience.

Workshops on specific disciplines or professions, such as nursing and medicine, give students exposure to the field, requirements, preparation, and resources. Program information sessions such as Concurrent Enrollment (CE) and Environmental Leadership Pathway (ELP) provide information about opportunities available to students for experiential learning. There are also workshops geared toward specific student populations addressing particular needs and nuances. Finally, the Transfer Students Alumni Panel provides current students an opportunity to hear directly from former Ohlone students who have transferred to the university.

Workshop attendance data are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>7</td>
<td>24</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td></td>
<td>26</td>
<td>n/a</td>
</tr>
<tr>
<td>Environmental Leadership Pathway</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Final Year Transfers/The Transfer Transition</td>
<td>48</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Choose Your Major</td>
<td>20</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors &amp; Careers in Design</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Planning Financially for Transfer</td>
<td></td>
<td></td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Transfer Admission Guarantee</td>
<td>45</td>
<td>43</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Transfer for Int Students</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Transfer for Pre-Med Students</td>
<td></td>
<td>34</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Transfer for Veterans</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Transfer Options in Engineering</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Transfer Options in Nursing</td>
<td></td>
<td></td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Transfer Programs</td>
<td>19</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Univ Info Sessions</td>
<td>32</td>
<td>2</td>
<td>n/a</td>
<td>40</td>
</tr>
<tr>
<td>Univ Panel/Transfer Alumni Panel</td>
<td>22</td>
<td>3</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>
The number of workshop topics offered by the Transfer Center has steadily increased. This reflects the Center’s commitment to grow in workshop offerings and tailoring them toward student needs. In 2008-2009, Transfer Programs was discontinued and instead, replaced by transfer program specific workshops. Although it appears that the Early Childhood Education workshop was not offered in the 09-10 academic year, it was cancelled due to extreme weather conditions.

Attendance numbers vary from year to year, with logistics and student schedules heavily influencing workshop attendance. The How to Choose Your Major and Transfer Admission Guarantee workshops have significant increases between the 08-09 and 09-10 academic year, which are notable to Transfer Center staff. This increase may be attributed to a financial crisis and reduction in university admissions at the freshmen level.

When students attend the above workshops, they are clearly identifying particular needs they have and would like addressed. Students can use this knowledge to narrow down options, gather information about specific fields, obtain support resources, and determine “fit”.

d. Future Action.
Strategies to promote improved student development outcome success. Specify.

* Work with research office to track students who identify transfer as a goal and their progress through transfer.

* Clarify with research office the request for ethnic distribution of students who have declared transfer as a goal.

* Recommend District provide support for research office in order to collect “transfer ready” data.

* Work with research office to provide data used for internal evaluation, reporting, and programming on an annual basis.

* Consider examining trend data on Concurrent Enrollment and ELP participants.

* Consider examining student behaviors toward transfer by developing a report (Student History) using specific student ID numbers to track contacts (CON) and reasons for Transfer Center visits, university rep appointments, and counseling appointments (Reason Codes, Comments).

• Student/Program Achievement

1. List area-specific outcomes.

The Transfer Center Annual Plan describes the activities and services to be provided to students, incorporating the provisions established through Title V Minimum Program Standards. The plan outlines goals derived from Title V Standards, objectives related to each goal, action items, outcomes, its relation to current college goals, and a timeframe for accomplishing each objective. Please see the attached 2010-2011 Transfer Center Annual Plan.

Transitioning from the 2006-2007 program review, we have the following performance standards to consider:
SLO 1

RESPONSIBILITY: Students demonstrate responsibility by utilizing resources to meet transfer goals(s).

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

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

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

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

SLO 2

PURPOSE: Students will identify their needs and make informed decisions affecting their future.

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

Performance Standard: 5% of student body meets criteria defined by Chancellor’s Office as “transfer ready”.

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

Performance Standard: 340 “transfer ready” students request a CSU GE or IGETC certification.

2. Identify internal and/or external benchmarks and regulations.

Title V advises community colleges to recognize transfer as one of its primary missions, placing emphasis on the preparation and transfer of underrepresented students. Each district is to develop and adopt a Transfer Center Plan to implement a program directed toward, but not limited to, five
areas: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting. Please see the attached *Recommended Guidelines*, Appendix B, for Title V regulations as they apply to Transfer Centers.

3. *Enter assessment results for area-specific outcomes and analyze trends.*

The Transfer Center Annual Report describes the status of the district's efforts to implement its transfer center, achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations. Please see attached *2009-2010 Transfer Center Annual Report*, Section 1, Title V Regulations.

Transitioning from the 2006-2007 program review, we have assessed the following performance standards:

**SLO 1**

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

Last Minute Application workshops (LMA) are application workshops held typically during the last two to three days in November. It is the last push to for students to work on and/or obtain assistance with their University of California and California State University admissions applications since the Fall priority consideration deadline is on the 30th of November each year. Attendance numbers are as follows:
<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Session #1</th>
<th>Session #2</th>
<th>Session #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>106</td>
<td>38</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>2007-2008</td>
<td>68</td>
<td>3</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>2008-2009</td>
<td>76</td>
<td>10</td>
<td>21</td>
<td>45</td>
</tr>
<tr>
<td>2009-2010</td>
<td>112</td>
<td>12</td>
<td>54</td>
<td>38</td>
</tr>
</tbody>
</table>

Participation numbers vary from year to year due to the way these workshops are offered. LMA workshops are offered two to three times depending on which day Nov. 30th lands. Also, the hours vary depending on what the Scheduling Office can provide us.

There was a significant drop from 2006-2007 to 2007-2008, but, there has been an increase in the total number of students utilizing the LMA workshops. The first session offered are generally less attended than subsequent sessions, and since 2006-2007, have not met our goal of 20 students per day.

It is unclear if increased attendance in an LMA workshop is positive or negative. One might suggest that increased attendance at an LMA workshop means students are procrastinating on their admissions applications and working on it on the day it is due. Another might suggest that students are utilizing the workshops available to them to thoroughly complete and submit the best possible application they can.
Setting a benchmark of 20 per session may have been appropriate in the 2006-2007 year since prior to the hiring of a Transfer Center Specialist, LMA workshops were the only application resource available to students through the Transfer Center. Since then, the Center has grown in offering a number of application working sessions in addition to LMA workshops, making the benchmark for LMAs alone unnecessary. The Center may want to examine attendance in all application workshops.

*Performance Standard: 100% of students who make an appointment to meet with a university representative will attend their appointment.*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended</td>
<td>252</td>
<td>312</td>
<td>223</td>
<td>109</td>
</tr>
<tr>
<td>Not Attended</td>
<td>32</td>
<td>75</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>384</td>
<td>387</td>
<td>267</td>
<td>129</td>
</tr>
<tr>
<td>Percent</td>
<td>65.6%</td>
<td>80.6%</td>
<td>83.5%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

The above chart illustrates appointment attendance trends with university representatives. Attendance and non-attendance numbers fluctuate from year to year. While 100% attendance has not been achieved, it is notable that attendance percentages have improved with each year.

While 100% attendance is always desired, it is recognized that circumstances beyond one’s control can impact whether or not a student still needs their appointment or is able to attend their appointment. It may be more beneficial to consider percent attended and either see it increase or plateau instead of seeking 100% attendance. The Center may want to establish a attendance percentage norm of 85% depending on the 2010-2011 data.

**Performance Standard:** *At least 2,500 contacts will be made on Transfer Day.*

Transfer Day is an annual college fair event that includes afternoon workshops. The college fair is attended by 40+ universities representing institutions across the United States. It gives students an opportunity to explore and learn about transfer options to various universities.

Estimated attendance numbers are as follows:
In 2009, Transfer Day was held in October instead of September as it had been the previous four years. There was a record setting thunderstorm in Fremont, Ca. on October 13, 2009, which we believe affected attendance at Transfer Day. In addition, the event took place at a new location, which was the lobby level of the new Student Services Center in Building 7. Since the attendance numbers have been well below 2500, the Center may want to set the standard at 750, which appears to be more reasonable at this time. It is still the intention of the Transfer Center to grow student attendance at Transfer Day. The Center may want to revisit and evaluate how the new date and location impact student attendance.

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

Students visit the Transfer Center to utilize its resources, services, and obtain support through the transfer process. The center’s resources and services include: a library of catalogs and reference handbooks, university representative visits, transfer workshops and information sessions, university campus visits/tours, guaranteed admission and/or concurrent enrollment programs, college/university/major search resources, an online calendar of on- and off-campus transfer events, as well as designated space with laptop computers and wi-fi capability for transfer research.

Student visits data are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>700</td>
</tr>
<tr>
<td>2008</td>
<td>1000</td>
</tr>
<tr>
<td>2009</td>
<td>500</td>
</tr>
</tbody>
</table>
Visit numbers reflect a duplicated count of students, since students may visit the Transfer Center multiple times throughout the year for various reasons, tasks, and purposes. It is curious to us why there is not a steady increase in student visits to the center. Overall, however, we are pleased that there is an increase of students coming to the Transfer Center and utilizing its resources and services. Per our last program review (2006-2007), we have far exceeded the goal of 650 student visits to the center each year. As such, the Center may want to set a new goal of 1100 visits.

**SLO 2**

*Performance Standard:* 10% of student body identify transfer as a goal as indicated by the application
As part of the matriculation process, prospective Ohlone students are asked to indicate an educational goal when completing the application. Students choose from a range of options including those related to undecided, basic skills development, professional development/career, certificates, and degrees. Within these options, students who indicate an interest in transferring, with or without earning an Ohlone degree, are counted as having indicated transfer as their goal.
Regardless of the term of entry, over 10% of the student body consistently indicate transfer as a goal. Furthermore, there is an increase each year when comparing like terms. Since Fall is the primary term of entry for a majority of students, the Center may want to focus on this term specifically. Since the percentages are well over 10%, the Center may want to revise the goal to 28% based on averages from past Fall terms. The Center may also want to see if there is a continued increase of 4% between the Fall 2009 and Fall 2010 terms, and/or at which point it plateaus, in order to establish a norm.

**Performance Standard:** 5% of student body meets criteria defined by Chancellor’s Office as “transfer ready”

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 in Spring 2007, 341 students were identified as transfer ready during the 2005-2006 academic year and 80 through the Summer and Fall terms of the 2006-2007 academic. At the time of completing this review, the College researcher has indicated challenges in pairing down the data specifically to transferable units and GPA in Datatel. Therefore, the Center is unable to assess this performance standard.

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

Transfer Admission Guarantees (TAGs) or 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 as 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. TAG 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.

Data for the Number of TAG applications submitted by campus (Duplicated student count)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SJSU</td>
<td>25</td>
<td>12</td>
<td>program ended</td>
</tr>
<tr>
<td>CSUEB</td>
<td>25</td>
<td>23</td>
<td>49</td>
</tr>
<tr>
<td>CSUMB</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GGU</td>
<td>program not available</td>
<td>program not available</td>
<td>0</td>
</tr>
<tr>
<td>SCU</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>UCD</td>
<td>55</td>
<td>67</td>
<td>93</td>
</tr>
<tr>
<td>UCI</td>
<td>16</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>UCR</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>UCSB</td>
<td>8</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>UCSC</td>
<td>9</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>UCSD</td>
<td>program not available</td>
<td>34</td>
<td>data not available</td>
</tr>
<tr>
<td>UCM</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Where data was available, all universities that offered TAG experienced an increase in student submissions between the 08-09 and 09-10 academic years. Not all universities experienced an increase of 10 submissions per year, with some having a decrease in a particular year. The total number of TAG submissions has consistently increased by about forty annually. Students self-select which campuses they wish to submit a TAG contract making it difficult to ensure each campus can increase by 10 contracts. Additionally, the program can undergo changes initiated by the university, which can also affect the number of TAG submissions. By looking at total number of TAG submissions, the Center can better evaluate student participation in this program. Given this, the Center may want to modify this standard to measure an overall increase in TAG submissions. Since TAG submissions have consistently increased by forty annually, the Center may want to adopt this as its new benchmark.

**Performance Standard: 340 “transfer ready” students request a CSU GE or IGETC certification**

As previously mentioned, at the time of completing this review, the College researcher has indicated challenges in paring down the data specifically to transferable units and GPA in Datatel. Therefore, the Center is unable to assess this performance standard.

4. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

Currently, the Transfer Center is funded through the district's general fund (Fund 10). These monies are used to pay for 1.5 staffing positions and center operations. The operating budget has been severely reduced in recent years, making programmatic achievements difficult to attain.
<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$1488</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$1282</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$735.30</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$685</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$685</td>
</tr>
</tbody>
</table>

Funds that are available are used judiciously in a manner that serves students' greatest needs. Examples primarily include: maintaining an updated library of catalogs, reference books, and financial aid resources specific for university transfer, and office supplies.

In addition to the general fund, the Transfer Center has graciously received financial support from College Council, ASOC, the One-Stop Center, and Ohlone Foundation. These funds have been used to install two LCD screens (Hyman Hall & Newark), publish a transfer workbook (coming in Spring 2011), obtain a digital camera, produce a transfer video, as well as fully support our largest annual event, Transfer Day.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.
6. Describe any additional notable program achievements(optional).
7. Additional Program Table Data
   **2009-2010 Transfer Center Annual Report**

   This is our annual report submitted to the Chancellor's office reflecting the 2009-2010 academic year.

   **Transfer Center 2010-2011 Plan**

   This is our program goals and outcomes for the 2010-2011 academic year.

8. Future Action
   Strategies to improve achievement indicators. Specify.
   * Consider how Transfer Center Plan and Transfer Center Annual Report may be incorporated into the Student/Program Achievement Future Actions section in the Ohlone program review
process

* Examine the role of the Transfer Center Plan in PIO

* Change focus from LMA workshop attendance to overall application workshop attendance. Refer to SLO#1 Application Workshops section for potential applicability in Student/Program Achievement assessment.

* Establish a attendance percentage norm of 85% depending on the 2010-2011 data.

* Revise Transfer Day attendance goal to 750 students. Revisit and evaluate how the new date and location impact student attendance.

* Revise goal of Transfer Center Visits to 1100 visits.

* Revise percentage of student body indicating transfer as a goal to 28% for Fall terms. Monitor percentage difference from Fall 2009 and Fall 2010 (currently 4%) to establish norm.

* Set new TAG submission goal to annual increase of 40 across all campuses.

• Program Analysis

  Based on your assessments in the previous sections, focusing on Student Impacts and student/program achievements analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives (PIOs).

  1. Describe program achievements and successes.

  Since 2006-2007, the Transfer Center has continued to keep student needs at the forefront in building its program. This has resulted in several achievements and successes both for students and as a program. As noted in previous sections, students have been taking more responsibility by attending workshops and events offered through the Transfer Center, as well as visiting the Center itself. As a result, they are able to ask thoughtful questions, specific to their own circumstances and goals, directed to Center staff and university representatives. Additionally, with an overall growth of students identifying transfer as a goal, as well as increases in workshop attendance and TAG submissions, students have been refining their sense of purpose.

  Just as students have evolved, the Transfer Center program at Ohlone has, too, made strides since 2006. In the area of programming, the Center continues to increase the number and variety of opportunities reflecting students needs, current issues, and known gaps. Furthermore, the Center is doing a better job of helping students connect their needs to its resources and services. Being mindful of its service to underrepresented students, the Center has made efforts to collaborate with other programs and departments who traditionally serve students from these populations.

  Additionally, since 2006, the Center established a transfer advisory committee, in compliance with Title V minimum standards, which reflects a wide representation of individuals who serve incoming, current, and former transfer students.

  In 2009, the Transfer Center moved from its previous location to the new Student Services Center. Its open space and new laptops have made the Center more accessible and welcoming. Students have benefitted from having a more seasoned staff resulting in wealth and depth of knowledge to better assist their specific needs. Overall, the Center continues to make strong strides in serving students compared with the level of service in 2006.
2. Describe plans for improvements for student impacts and/or student/program achievement.

While the Center continues to make strong strides, more can be done to effectively serve the increasing number of transfer students and ensure their development as responsible and purposeful individuals.

The Center is especially interested in data to measure the progress and effectiveness of its programs and services to transfer students, particularly those from the underrepresented student populations; however, the Center is still in the stage of establishing baseline data. While the Center makes efforts to use available data, it also needs to examine if there are more appropriate measurement tools. Given the limited knowledge of gathering data, the Center will need to rely on the College’s research office for guidance.

Operationally, the Center should continue to explore the use of technology throughout its program delivery, recognizing the role of technology in everyday life. In order to be a good steward of the funds used to acquire resources, the Center really needs to find a way to secure its library of materials.

Another area for improving overall service to students comes with additional funding and staffing. With increases in these areas, the Center will be able to sponsor more campus visits, provide targeted outreach to underrepresented transfer students, as well as general program improvements (e.g. events, conferences, recognition ceremony) for all students.

• Program Improvement Objectives:
  1. Objective:

    Identify transfer student demographics, paying particular attention to underrepresented students, in order to measure their progress toward transfer achievement.

    a. Action Plan

       Year 1:

       * Recommend District provide support for research office to collect "transfer ready" data.

       * Clarify with research office the request for ethnic distribution of students who have declared transfer as a goal.

       Year 2:

       * Work with research office to provide data for internal evaluation, reporting, and programming, on an annual basis.

       Year 3:

       * Analyze provided data.

       * Work with research office to develop longitudinal study of trend data.

    b. Staffing
**Year 1:**

* Transfer Center Director and College Researcher to meet and discuss how to achieve Year 1 Action Plan.

**Year 2:**

* Transfer Center Director and College Researcher to meet and discuss details of Year 2 Action Plan.

* College Researcher to develop schedule for providing data on an annual basis.

**Year 3:**

* Transfer Center Director and Transfer Center Specialist to meet and review provided data, considering implications for transfer program improvements.

* College Researcher continues to provide annual data in order to develop longitudinal study for trend analysis.

c. **Technology (Include items that fit under IT budget codes)**
   **Year 1:**
   * Ongoing support for use of Datatel, SARsGrid, SARsTrak

   **Year 2:**
   * Ongoing support for use of Datatel, SARsGrid, SARsTrak

   **Year 3:**
   * Ongoing support for use of Datatel, SARsGrid, SARsTrak

d. **Assessment Plan: List Assessment Strategies**
   **Year 2:**
   * Examine if data received reflects data being sought.

   **Year 3:**
   * Examine if annual data speaks to transfer student progress, regardless if it is positive or negative. Examine if other means of measurement are needed or more effective.

e. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**
7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

This PIO supports College Goal 7, Objectives 1 and 2, in its effort to contribute toward increased enrollment, retention and (transfer) success of under-represented groups.

In order to increase access to higher education of under-served students, we need to identify them, understand who the population is, and what needs they have, as they pursue higher education. Specifically, the transfer program is interested in the progress of underrepresented students to the university. By obtaining appropriate data and tracking their progress toward transfer, the program can inform the College of this particular population's needs and make necessary program improvements.

2. PIO Assessment
   a. Future Action

1. Objective:

   Expand specific transfer program services through additional technological mediums to reach a wider student audience.

   a. Action Plan
      Year 1:

      * Explore use of technology to capture workshop presentations in digital format.

      Year 2:

      * Explore use of technology as a platform for workshop delivery.

      Year 3:

      * Explore use of technology with university representatives for webinars, chat sessions, advising, etc..

   b. Staffing
      Year 1:

      * Transfer Center staff to meet with Dean of Learning Resources and Academic Technology to discuss available technologies and feasibility of workshop conversion.

      * Allocate time needed for TC and ECampus staff to satisfy Year 1 Action Plan.

      Year 2:

      * Transfer Center staff to meet with Dean of Learning Resources and Academic Technology to discuss available technologies and feasibility of workshop delivery.
* Allocate time needed for TC and ECampus staff to satisfy Year 2 Action Plan.

**Year 3:**

* Allocate time needed for TC staff and university reps to create and/or provide options identified in Year 3 Action Plan.

c. **Equipment (Include items that fit under department budget codes)**

**Year 1:**

* To be determined through input from ECampus.

**Year 2:**

* To be determined through input from ECampus.

**Year 3:**

* To be determined through input from ECampus.

d. **Technology (Include items that fit under IT budget codes)**

**Year 1:**

* To be determined through input from ECampus.

**Year 2:**

* To be determined through input from ECampus.

**Year 3:**

* To be determined through input from ECampus.

e. **Assessment Plan: List Assessment Strategies**

**Year 1:**

* Determine if current workshops were converted into a different format.

**Year 2:**

* Determine if digital format option is available for additional transfer program services.

* Determine if workshop(s) was delivered digitally in addition to existing sessions on the Fremont and Newark campuses.
Year 3:
* Determine if transfer students were able to meet with or gather university information via virtual platform.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:
This PIO supports College Goal 1, Objective 6, in its effort to expand Ohlone student access to transfer information, allowing them to make better informed decisions and, thus, contributing toward increasing the number of students who transfer to CSU and UC.

Recognizing the increased use of technology in today's society and the need for flexibility given students' schedules, the transfer program has great interest in expanding access for students to its resources and services. Through innovative means and greater student access, students are additionally able to demonstrate responsibility and purpose as it applies to transfer. As students recognize their own role in transfer and develop their sense of purpose, they increase the likelihood of achieving transfer.

2. PIO Assessment

   a. Future Action

1. Objective:

   Increase student exposure to the university experience by incorporating campus visits as a fundamental component of the Ohlone transfer program.

   a. Action Plan

      Year 1:

      * Sustain current number of campus visits, giving priority participation to underrepresented students.

      * Assess needs to increase visits to local institutions.

      Year 2:

      * Determine needs to increase visits beyond local institutions.

      * Secure funding to increase campus visits.

      * Increase participation of underrepresented students in campus visits.
Year 3:
* Take students to non-local institutions (eg. Southern California tour).

b. Staffing

Year 1:
* Transfer Center staff continue to provide campus visits, giving priority participation to underrepresented students through collaboration with education support programs (eg. Puente, Nishati, EOPS).

Year 2:
* Hire 50% staff position to assist with expanded local campus visits and ensure non-closure of the Transfer Center.

Year 3:
* Expand staff responsibilities to focus on service of underrepresented students.

c. Facilities (Include items that fit under the Facilities budget codes)

Year 1:
* Access to campus vehicles on days of campus visits.

Year 2:
* Increased access to campus vehicles and/or rent charter bus for increased student participation with campus visits (eg. UC Davis).

Year 3:
* Increased access to campus vehicles and/or rent charter bus for increased student participation with campus visits (eg. UC Davis, Southern California tour).

d. Other(Include other resources needed)

Year 2:
* Increased funding for charter bus rental(s).

Year 3:
* Increased funding for charter bus rental(s), lodging, staff overtime, food, and other expenses associated with a southern California tour.

e. Assessment Plan: List Assessment Strategies

Year 1:
* Examine if TC was able to host two campus visits each semester
* Identify demographics of students participating in campus visits.

* Determine if the TC was able to develop Needs Assessment for increased campus visits.

**Year 2:**
* Examine if TC was able to hire 50% staff, thus, increasing the number of local campus visits.

* Evaluate demographics of students participating in campus visits in relation to Year 1.

* Evaluate if needs were met based on those identified in the Needs Assessment.

* Survey students for future visits.

**Year 3:**
* Review resource allocation (eg. staffing, funding, etc.) for success of sponsored southern California university tour.

* Capture data on student attributes (eg. how many participated, first gen., age, gender, etc.).

* Survey students for preferred future visits (local & non-local).

f. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.

Rationale:
This PIO supports College Goal 1, Objective 6, in an effort to increase the number of students transferring to CSU and UC. Please see rationale listed under College Goal 7.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:
This PIO address College Goal 7 and, specifically, is a contributing factor to College Goal 7, Objective 2 as it attempts to increase the retention and (transfer) success of under-served
The transfer program views campus visits as an essential component for increasing underrepresented student access to higher education. University campus visits afford students the opportunity to envision themselves attending a university, while also being able to ask specific questions about transferring. This is especially significant for the underrepresented student population, as they often lack the support and resources needed to do this on their own.

When students visit a campus, they see the physical surroundings of the campus, its students, and perhaps, taste campus cafeteria food. These tangible and practical experiences allow students to better determine if the university is a place in which they see themselves. As students make visits to campuses, they identify those that fit their needs in order to remain on track when pursuing higher education.

2. **PIO Assessment**
   a. **Future Action**

1. **Objective:**

   Increase student exposure to transfer options by providing events (ie. Fall/Spring Transfer Days, Panels, specialized program workshops, etc.) which highlight institutions offering bachelor degree programs and beyond, and allow for engagement between prospective students and their admission representatives.

   a. **Action Plan**

   **Year 1:**

   * Sustain current events being offered for Ohlone transfer students (ie. Transfer Day)

   * Identify potential funding needs for additional events and obtain financial support

   * Assess students for specialized panel or workshop needs

   **Year 2:**

   * Offer increased event(s) and assess for effectiveness

   * Assess students for additional specialized panel or workshop needs

   **Year 3:**

   * Determine if there are any additional funding needs and make requests, as appropriate

   * Assess effectiveness of implemented events
*Assess students for additional (specialized) panel or workshop needs

*Determine if these require any additional funding and identify prospective resources

*Incorporate events into annual calendar

b. **Staffing**
   
   **Year 1:**
   
   *Transfer Center staff continues to coordinate events

   *Request assistance from Peer Mentor program and ASOC (Campus Activities)

   **Year 2:**
   
   *Maintain Year 1 level of staffing & seek local graduate student interns to assist with event planning and coordination

   **Year 3:**
   
   *Maintain Year 1 & 2 levels of staffing

   *Assess for any additional staffing needs and seek qualified individuals, if necessary

c. **Equipment (Include items that fit under department budget codes)**
   
   **Year 1:**
   
   *Rent tables, chairs, and tents necessary to protect representatives placed in outside venues

   *Develop and obtain permanent signage to be placed in prominent locations across both campuses

   **Year 2:**
   
   *Acquire same rentals as in Year 1 if necessary

   *Maintain permanent signage to be placed in prominent locations across both campuses

   **Year 3:**
*Continue with rentals as necessary

*Assess permanent signage for longevity and replace as needed

d. Technology (Include items that fit under IT budget codes)
   
   Year 1:
   
   *Investigate availability and quality of wifi in event location for access by attendees

   *Provide access as necessary

   *Determine if existing walkie talkies need replacement so staff and volunteers can communicate throughout large events

   Year 2:
   
   *Assess for any additional technological needs

   *Continue to provide wifi access as necessary

e. Facilities (Include items that fit under the Facilities budget codes)
   
   Year 1:
   
   *Meet with staff to develop an acceptable layout and agreed upon timeline for setup/ cleanup

   *Debrief with staff following event and identify any possible improvement needs

   Year 2:
   
   *Confirm layout and re-evaluate timeline for setup/ cleanup

   *Continue debriefing efforts

   Year 3:
   
   *Continue efforts as previously established

f. Other (Include other resources needed)
   
   Year 1:
   
   *Secure funding to:
-provide lunches for representatives assisting with additional workshops following main event

-purchase refreshments for guests providing workshops or participating in panel presentations

-purchase volunteer t-shirts for large events in order to provide easy identification for students and guest participants

-cover costs associated with tablecloth cleaning

-cover costs associated with advertising and marketing needs (ie. Banners, posters, ads, programs)

-purchase event survival kits for students (ie. Ohlone bags for university materials, pen, notepad, bottle of water)

*Secure permanent funding in order to provide Year 1 items in support of ongoing programming

*Assess need to replenish volunteer t-shirts & survival kit contents

*Review participant and student evaluations for program effectiveness and recommendations

*Share feedback with planning committee(s)

*Estimate number of students who participate in large event (ie. Transfer Day) by the number of programs distributed

*Maintain assessment plan from year 1 and implement annually
*Discuss with Research Office/IT other ways to track number of student served through large scale transfer events

*Discuss with Research Office regarding the value, if any, for unduplicated student contacts made through all Transfer Center events and, in conjunction with IT, identify how this data might be obtained.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

This PIO supports College Goal 1, Objective 6, related toward increasing the number of students who transfer to UC and CSU.

Students who, otherwise, would be unable to visit a university campus greatly benefit from events and opportunities where university representatives come to Ohlone College. College fairs (ie. Transfer Day) give students an opportunity to gather information, ask questions, and consider transfer university options. It is a great way for students to make initial connections with university representatives since reps often know exactly what students need to gain admission to the university. By making these connections, students also gain a direct contact with their prospective universities, which is a great resource whenever the student has questions. Furthermore, bringing colleges and universities to Ohlone College campus makes higher education accessible to the under-served and under-represented students as this group often lacks the resources and abilities to travel to the university. Finally, for some universities, attending our college fair would be their only presence on our campus and may be the student’s only opportunity to meet someone directly and obtain assistance and resources for transfer planning.

Specialized workshops/panels allow students to explore their transfer options and better plan for transfer on a smaller scale relative to a large college fair. These sessions may be grouped by type of student (eg. veterans, AB540) or program (eg. Business options in the UC, Transfer Services at the University ) in order to provide specific or focused information. By highlighting specialized programs or fields available through panels or focused workshops, students are educated on current developments and opportunities, which will help facilitate successful transfer.

Each of these opportunities afford the transfer program to educate students about the many pathways to a university and Ohlone degrees or certificates that can be obtained along the way. These efforts should have positive impact on the number of students transferring, earning associate degrees, and certificates.

The Transfer Center recognizes the limited staffing and resources available through Facilities and wants to make clear that the anticipated demands on Facilities for these additional events is not projected to be as elaborate as Transfer Day.

See “Attach Files” for:

i. Transfer Center Proposed Annual Expenses – summary of projected expenses related to various projects or resources associated with this PIO.
ii. Peer Grouping Analysis – summary of Transfer Center operating budgets and staffing levels across peer community colleges based primarily on environmental factors (age & education levels of feeder communities). Consider Ohlone Transfer Center budget in comparison to the five year average budget amongst peer group (~$4000).

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

This PIO supports College Goal 7, Objective 2, in that it directly supports transfer success of under-served demographic groups. Please refer to rationale section as posted under College Goal #1, Objective 6.

2. PIO Assessment
   a. Future Action

1. Objective:

   Develop more comprehensive materials focused on communicating with various types of transfer students (prospective, current, and transitional), which highlight services, resources, events, and time sensitive announcements and opportunities. (i.e. electronic newsletter, brochures for transfer program* & special populations**; transfer workbook reproduction/distribution)

*Transfer program would include current programs and services (Transfer Admission Guarantee, Concurrent Enrollment, Environmental Leadership Pathway, workshops, visits…) as well as AA-T/AS-T and certificates available for transfer students

**Special populations would include veterans, prospective & transitional transfers, as well as current low-income, first generation, & disabled students

   a. Action Plan
      Year 1:

      Workbook

      *Update and revise workbook content as needed

      *Collaborate with College Advancement regarding reproduction (quantity & schedule)
*Explore independent publishing … as a future source of revenue…consider implications on students

*Secure funding for professional grade publications

Student Services Calendar

*Meet with Dean to request Student Services Deans and Directors consider implementation of a student services coordinated calendar of events to avoid conflicts & allow for mutual support

*Participate, if asked, in the collaborative development of a student services calendar

Year 2:

Electronic Newsletter

*Connect with Smith Center regarding their use of Constant Contact as their electronic newsletter and determine feasibility of use as a Transfer Center communication tool

*Secure funding for subscription service (based on number of email recipients)

*Identify schedule and content ideas for electronic newsletter, including contributors

*Design and populate electronic newsletter for bi-monthly distribution

*Identify schedule for future contributors to electronic newsletters

Year 3:

Brochures

*Collaborate with College Advancement to design any specialized Ohlone content for adding to Chancellor’s Office provided brochures
*Submit request for reproduction of brochures developed via Chancellor’s Office (English, Spanish, & Vietnamese)

*Secure funding for professional grade publications

*Produce printed publications (ie. Brochures) through College Advancement

b. Staffing
   
   Year 1:
   
   *Transfer Center Director and staff work on workbook revisions

   *Transfer Center staff and College Advancement to dialogue about publication reproduction

   *Transfer Center Director to meet with Student Services Deans and Directors regarding a student services calendar

   Year 2:

   *Transfer Center staff and Smith Center staff to dialogue about pros and cons to Constant Contact

   *Transfer Center Director and staff to brainstorm content and transition from Datatel email to Constant Contact

   Year 3:

   *Transfer Center staff and College Advancement to dialogue about brochure content, design, & publication

   *Work with Dean of Counseling to identify current outreach efforts and distribution points for the transfer materials

c. Technology (Include items that fit under IT budget codes)
   
   Year 1:

   *Identify and acquire any necessary software for workbook revision

   Year 2:
*Check for appropriate computer technology to manage Constant Contact and Transfer Center account

d. Other (Include other resources needed)
Year 1:
*Visit ASOC, ICC, and student classrooms to raise student awareness about the availability of the transfer workbook for students

Year 2:
*Visit ASOC, ICC, and student classrooms to brainstorm messaging and marketing strategies from a student perspective

e. Assessment Plan: List Assessment Strategies
Year 1:
*Determine if workbook revisions and reproductions were made

*Consider how to assess and track effectiveness of workbook content on students

Year 2:
*As part of surveying students, inquire whether they learned about transfer opportunities and resources through the electronic newsletter.

*Inquire with students about the relevancy, usefulness, and impact of newsletter content

Year 3:
*Evaluate amount brochures were depleted by in one year so a publishing plan can be developed, including recurring costs

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:
This PIO relates to College Goal 1, Objective 6, in an effort to expand the awareness of Ohlone students regarding transfer information and Transfer Center services, thus, contributing to their making more informed decisions and increasing the likelihood of their transferring to CSU and UC.

Presently, the Transfer Center communicates with students primarily through email distribution as well as various forms of social media. There are a number of limitations with email distribution. Even though the email distribution is generated through criteria filtered by
Datatel, on occasion, students request to be removed from the email distribution; but in doing so, they will remove themselves from receiving all Ohlone College emails. The email layout is also unable to support visuals and graphics which limit what and how the center communicates to students. The Transfer Center is interested in exploring an electronic newsletter in order to better manage email contacts and present information in a more digestible manner.

Since Transfer Centers are commissioned to serve specific populations, and recognizing the various phases students find themselves within the transfer process, there is a need for materials which communicates pertinent information to these groups. By doing so, we strive to increase their awareness about resources, services, and opportunities which may assist them in achieving their higher education goals. Additionally, presenting information/material in a way that is professional, easily understandable, creative, and tailored to specific transfer student groups (ie. prospective, current, transitional, low-income, first generation) speaks to the College’s value of transfer as a core mission and validates the Transfer Center as a viable component of the transfer program.

Transfer is an institutional responsibility, and the Transfer Center recognizes that there are useful services and events available through other areas on campus. Within Student Services, for example, it believed that students can benefit greatly from a division events calendar which highlights these opportunities (ie. FAFSA Workshops, Student Health Fair, Club Days, ICC meetings, etc.).

By improving our methods and content of communication, students can better understand available resources and services so they can actively utilize them and remain on track toward transfer achievement.

See “Attach Files” for:

i. Transfer Center Proposed Annual Expenses – summary of projected expenses related to various projects or resources associated with this PIO.
ii. Peer Grouping Analysis – summary of Transfer Center operating budgets and staffing levels across peer community colleges based primarily on environmental factors (age & education levels of feeder communities). Consider Ohlone Transfer Center budget in comparison to the five year average budget amongst peer group (~$4000).

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

This PIO also contributes toward the achievement of College Goal 7, Objective 2, related toward retention and (transfer) success of under-served demographic groups. Please refer to rationale as posted under College Goal #1.

2. PIO Assessment
   a. Future Action

1. Objective:

   Improve the transition students make into the university by developing a component of the transfer program that captures and honors the accomplishment of students transferring (or
transferred) within that academic year, and generates additions to an alumni association/network.

a. Action Plan
   
   Year 1:
   *Select appropriate date to annually schedule a transfer achievement celebration
   *Identify location and determine capacity limit(s)
   *Develop budget & identify potential recurring funding source(s)
   *Develop process for collecting names of prospective honorees
   *Determine program format, including election for student nominated & elected “Faculty of the Year”

   Year 2:
   *Invite student honorees, administration, advisory board members, and faculty
   *Determine approach for recognition (ie Transfer Achievement pins) and secure recurring funding source
   *Create and print certificates & programs based on RSVPs
   *Collaborate with Webteam to publish annual list of transfer graduates
   *Debrief experience and make note of adjustments to be made for the following year
   *Transfer Advisory Team to develop exit survey inquiring about student satisfaction with transfer program and services related to their transition to the university

   Year 3:
   *Maintain annual recognition event and consider how to expand its capacity
   *Distribute exit survey to previous transfer class around October
*Inquire with College Advancement on how the “Transfer Class of 20xx” can transition into a network

*Determine method other than self-disclosure for generating list of transfer graduates

*Consult with Theatre staff regarding the feasibility of utilizing students for celebration set design

*Invite transfer alumni to participate in student panels and offer peer-to-peer advice on university transitions

b. **Staffing**
   **Year 1:**
   *Transfer Center staff works to develop event framework

   **Year 2:**
   *Maintain Year 1 level of staffing & seek local graduate student interns to assist with event planning and coordination

   *Request assistance from Peer Mentor program and ASOC (Campus Activities)

   *Collaborate with Webteam to publish “Transfer Class of 20xx”

   *Transfer Advisory Team to develop “exit” survey

   **Year 3:**
   *Maintain Year 1 & 2 levels of staffing

   *Assess for any additional staffing needs and seek qualified individuals, if necessary

   *Inquire with College Advancement regarding alumni network/association

   *Meet with Theatre staff to brainstorm set design concepts and student availability for design execution
c. **Equipment (Include items that fit under department budget codes)**  
   **Year 2:**  
   *Work with Media Center for any presentation set-up needs*

d. **Facilities (Include items that fit under the Facilities budget codes)**  
   **Year 1:**  
   *Meet with staff to develop an acceptable layout and agreed upon timeline for setup/ cleanup*

   **Year 2:**  
   *Collaborate with Facilities for ceremony layout*

   *Debrief with staff following event and identify any possible improvement needs*

   **Year 3:**  
   *Confirm layout and re-evaluate timeline for setup/ cleanup*

   *Continue debriefing efforts*

e. **Other (Include other resources needed)**  
   **Year 1:**  
   *Secure funding in order to:*

   - provide light refreshments for ceremony

   - cover costs to purchase achievement recognition items and certificates

f. **Assessment Plan: List Assessment Strategies**  
   **Year 3:**  
   *Follow up with transfer class on their progress at the university through “exit” survey*

g. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

1. Through innovative programs and services, improve student learning and achievement.

   **Rationale:**

   This PIO supports College Goal 1, as it is an innovative program aimed at recognizing the
transfer achievement of Ohlone students, particularly those who achieve Objective 6.

The Planning and Research office reports that Ohlone confers typically 350 to 400 associate degrees each year (http://www.ohlone.edu/org/research/studentsuccess.html). The California Postsecondary Education Commission (www.cpec.ca.gov) reports that on average, 500+ Ohlone College students transfer to a CSU or UC each year. This does not include the number of students who transferred to a private or out-of-state institution. The transfer data is significant because it is comparable to, if not, consistently higher than the number of students who earn associate degrees from Ohlone College.

Unfortunately, for the past several years, while transfer students who earn an associate degree at Ohlone may participate in the annual commencement by walking and celebrating with family and friends, there is no formal recognition of transfer achievement in the ceremony. There is also no recognition or celebration for students who transfer without earning an associate’s degree at Ohlone.

In consultation with the Office of Student Development and members of the graduation planning committee, the most significant impediment to incorporating a transfer achievement piece to our existing Commencement ceremony are time and logistics.

The Transfer Center sees value in honoring and celebrating transfer student achievement as well as contributing to the network of former Ohlone students who have transferred. This potentially could be a valuable resource for the transfer program in connecting current students with others “like them” who have successfully transferred. We see the transfer achievement pins as an unobtrusive way to identify membership within this network.

The Transfer Center recognizes the limited staffing and resources on campus, and wants to assure the College that any transfer achievement recognition is not projected to be as elaborate as nor will it replace the annual Commencement.

See “Attach Files” for:

i. Transfer Center Proposed Annual Expenses – summary of projected expenses related to various projects or resources associated with this PIO.

ii. Peer Grouping Analysis – summary of Transfer Center operating budgets and staffing levels across peer community colleges based primarily on environmental factors (age & education levels of feeder communities). Consider Ohlone Transfer Center budget in comparison to the five year average budget amongst peer group (~$4000).

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

This PIO supports College Goal 7, Objective 2, as the Transfer Center will have information to better serve under-represented students in the transitional process. Please refer to rationale section as posted under College Goal #1.

8. Engage all members of the college community in active, continual institutional improvement.

Rationale:
This PIO relates to College Goal 8 in that the event would challenge the campus community to demonstrate their support of students through the transitional process, thus expanding the institution's demonstrated commitment to transfer. Please refer to rationale section as posted under College Goal #1.

2. PIO Assessment
   a. Future Action

1. Objective:

   Improve student access to up-to-date transfer resources and materials (in print and electronic mode) so students can better explore transfer options and make informed decisions.

   a. Action Plan
      Year 1:
      *Review semester end inventories of existing resources and materials including out-of-date items

      *Compare semester end inventory with current “wishlist” of resources and materials

      *Identify available funding

      *Prioritize order of purchase based on funding

      Year 2:
      *Maintain Year 1 action plan

      *Consult with Dean of Counseling in order to identify ways to secure transfer materials

      *Connect with IT to determine a strategy for maintaining up-to-date laptops for student usage in the Transfer Center (eg. rotation cycle to replace laptops)

      *Develop minimum standard for student-use computers, including all necessary components

      Year 3:
      *Annually implement Year 1 action plan
*Purchase any necessary technology in order for students to access electronic transfer tools and information.

b. **Staffing**
   
   **Year 1:**
   
   *Work-study student to maintain inventory list
   
   *Transfer Center staff develop a prioritized list of materials for purchase
   
   **Year 2:**
   
   *Transfer Center Director and Dean of Counseling to meet and discuss security needs
   
   *Transfer Center staff and IT to identify strategic plan for maintaining modern levels of technology
   
   **Year 3:**
   
   *Transfer Center staff, Dean of Counseling, and IT to identify and implement purchase requisition

c. **Equipment (Include items that fit under department budget codes)**
   
   **Year 2:**
   
   *To be determined in consultation with IT
   
   **Year 3:**
   
   *Replace current stock of 20 laptops, including power adaptors and batteries.

d. **Technology (Include items that fit under IT budget codes)**
   
   **Year 2:**
   
   *To be determined in consultation with IT
   
   **Year 3:**
   
   *Acquire latest software required for students to conduct transfer research and prepare applications

e. **Facilities (Include items that fit under the Facilities budget codes)**
   
   **Year 3:**
   
   *Dedicated office space for the establishment of a transfer “library”
f. Assessment Plan: List Assessment Strategies

Year 1:

Review SLO and PAOs assessment results to determine student improvement

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

This PIO relates to College Goal 1, Objectives 6 & 7, as it attempts to provide Ohlone students with current transfer-related and technological resources, thus aiding them in receiving increased number of associate degrees (AA-T/AS-T) and successfully transferring to CSU and UC. Please refer to rationale section as posted under College Goal #4.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:

This PIO supports College Goal 4, specifically Objective 5, in its effort to be responsible, effective and efficient with transfer-related and technological resources.

Increased influence and use of technology in the world today requires adequate resources to ensure student access to the most up-to-date information. In the world of transfer, things can change on a daily basis (i.e. admission requirements, deadlines, up and coming academic programs). By providing these resources, the Transfer Center serves as the single location for students to visit, utilize, and access the most recent information available, as well as, make inquiries and obtain transfer assistance. Through Title V, Transfer Centers are commissioned to serve low-income, first generation and disabled students who would most likely benefit from a center that is well equipped.

While technology is important and we need to stay current with societal trends, print resources are just as viable and necessary. Reentry students, students with disabilities, and those who are uncomfortable or are still learning how to use technology will all benefit from current print resources.

Furthermore, Title V Transfer Center Minimum Program Standards state that districts shall “provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.” By providing these resources, print or otherwise, students are able to better plan for transfer and make informed decisions, which should result in increased transfer achievement and/or degree attainment.

See “Attach Files” for:

i. Transfer Center Proposed Annual Expenses – summary of projected expenses related to various projects or resources associated with this PIO.

ii. Peer Grouping Analysis – summary of Transfer Center operating budgets and staffing levels across peer community colleges based primarily on environmental factors (age &
education levels of feeder communities). Consider Ohlone Transfer Center budget in comparison to the five year average budget amongst peer group (~$4000).

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

This PIO supports College Goal 7, Objective 2, in its effort to provide current resources and services, particularly to those of under-served demographic groups. Please refer to rationale section as posted under College Goal #4.

2. PIO Assessment
   a. Future Action

• Outside Review Results
  1. List each team members name and title.
     per Deb P.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     per Deb P.

• Attached Files
  1. 1011_TCPlan_Final.xlsx
  2. rec_trans_guidelines07_06.pdf
  3. 20092010 TCAR.pdf
  4. Sample Transfer Events Calendar.pdf
  5. Transfer Center Proposed Annual Expenses.pdf
  6. Peer Grouping Analysis.pdf