Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Transfer
  3. Review Type: Student Services Program Review
  4. Program/Departments: Transfer Center (63300)
  5. Authority Code: 73-Dean, Counseling and International Programs
  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
- Bay Area Nursing Programs and Options
- Discovering Your Direction: How to Choose Your Major
- Transfer Students Alumni Panel
- The Transfer Transition

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:
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

- Offered to faculty each semester, students are acquainted with Transfer Center resources, programs, and services throughout the year; 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. This 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 current 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 is equipped with laptops and wi-fi capability, which allows students the option of using our laptops or bringing 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 confidential transfer advising appointments. It also serves as a space for students to receive advising via virtual platforms with universities whose travel budgets have been reduced in recent years.

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 eleventh 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 Spring 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), 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.

INTERNAL 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 2011-2012 Transfer Center Annual Plan.

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 2010-2011 Transfer Center Annual Report, Section 1, Title V Regulations.

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. The Transfer Center website has grown to include tools (e.g. GPA calculator) and resources (e.g. the application process and AA-T/AS-T), such that non-Ohlone colleagues have indicated use of our site. 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 has integrated the use of social media outlets (e.g. facebook, twitter, blog), and continues to explore uses for 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, GE certification request form, final year checklist) 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.

Since taking a sabbatical in Spring 2011, the Transfer Center Director has developed a three unit, CSU and UC transferable, Personal Development course (PD 103) aimed at educating students with regard to the comprehensive transfer process. This reflects an attempt to have Counseling and the Transfer Center contribute within their discipline to foster a transfer culture.

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
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 Days**

Serving over 900 incoming students, Freshmen 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 200 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. The Transfer Center has supported this program via outreach tabling and facilitation of workshops.

• **College Mission**
1. **Mission Statement**
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. **Vision Statement**
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **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.**
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.

   3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   4. By 2015, develop a customer service training program for all front-line departments (Student Services, Administrative Services, and Human Resources)

   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.

4. **Briefly describe how the program supports the college mission, vision selected 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 ($785 for the 11-12 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.

5. **Briefly describe how the program supports 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 through 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.

6. Briefly describe how the program supports 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 Eagleview Foundation, an organization dedicated to helping families prepare for college, the Transfer Center offered a workshop on planning financially for university transfer. Eagleview 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).


Review and examine existing SLOs, resulting from continued evolution of the program review process, in an effort to better align with Title V program standards.

b. Indicate your planned method of assessment.

Consult with District Researcher in an effort to identify appropriate assessment methods. Through this conversation, consistent sources of data will be identified which could indicate achievement of this SLO.

c. Enter assessment results and analyze student success in achieving this SLO.

As a result of considering the above factors, we redefined our existing SLOs. They are as follows:

1. Students will be able to make progress on their transfer goal and transfer to a university within a six year period.

2. Students will be able to identify their transfer major and required courses for transfer.

We also identified appropriate sources of data to begin examining the newly defined SLOs. These sources include:

- data from the District Researcher (ARCC report, Transfer Velocity report, Transfer Readiness)

*See attached preliminary data which can serve as a baseline for 12-13.

- internal evaluation of Transfer Center services and resources (Survey Monkey)

Presently, content for three types of surveys has been developed and discussions have taken place with the Administrative Systems Analyst regarding approaches for disseminating and collecting data results via SARs, the Transfer Center’s tracking software. The goal is to have students electronically complete these surveys after using the Transfer Center’s resources and services. Current exploration indicates the need for a district or student services
SurveyMonkey account from which to collect survey responses and generate reports.

SARsCall will be utilized as the follow-up communication tool for students who meet with university representatives and attend workshops or events. It is unclear how students visiting the Transfer Center will be triggered to complete a survey because they check-in using SARsTrak. The Administrative Systems Analyst is working with SARs developers to identify whether this is possible and/or solutions.

d. **Future Action**

2. **Student Services SLO -**

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

a. **List Activities/Action Plan.**

We reviewed and examined existing SLOs given continued evolution of the program review process in an effort to better align with Title V.

b. **Indicate your planned method of assessment.**

Consult with District Researcher in an effort to identify appropriate assessment methods. Through this conversation, consistent sources of data were identified which could indicate achievement of this SLO.

c. **Enter assessment results and analyze student success in achieving this SLO.**

As a result of considering the above factors, we redefined our existing SLOs. They are as follows:

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d. Future Action

3. Student Services SLO -

Students will be able to make progress on their transfer goal and transfer to a university within 6 years.

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

4. Student Services SLO -

Students will be able to identify their transfer major and required courses for transfer.

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

- Student/Program Achievement
  1. List area-specific outcomes.
After considering the Transfer Center Plan and Transfer Center Annual Report, it became apparent that the Transfer Program Achievements should be measured more by Title V regulations rather than previously identified student learning outcomes. To this end, the Transfer Center Director and Transfer Center Specialist spent time discussing and coming to agreement on two new specific program achievement outcomes (PAOs). These outcomes are as follows:

1. Ohlone will increase the number of students who meet the three benchmarks indicating progress toward transfer.

2. The rate of historically under-represented and disabled students who utilize the programs and services offered will increase.

In addition, 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 2011-2012 Transfer Center Annual Plan.

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.

We met with the District Researcher to identify appropriate sources of data from which to assess the new PAOs. The data generated will include Ohlone student progress toward transfer-directed, transfer-prepared, and transfer-ready benchmarks. It will also include a comparison of historically under-represented and disabled students who have identified transfer as a goal in relation to those who have utilized the resources and services in the Transfer Center.

*See attached preliminary data to use as a baseline in 12-13.*

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.
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, financial aid resources specific for university transfer, and office supplies. In 2011-2012, we received additional support from
ASOC, the Vice President of Student Services, and the Dean of Counseling to host Transfer Day and the Transfer Achievement Celebration, the latter of which could not have been held if not for the financial support from the Dean of Counseling. In addition, the District provided funds to rent an accessible van in order to transport a wheelchair-bound student for a spring campus visit.

During her Spring 2011 sabbatical, the Transfer Center Director conducted a peer analysis of funding and staffing levels across peer institutions as reported in the Chancellor’s Office annual Transfer Center Report. According to this research, the five-year peer average operating budget, including non-general fund monies, was just under $4000. In comparison, Ohlone’s operating budget was still less than half of the peer average.

*Please see attached Peer Grouping Analysis.

Based on the limited financial resources, the Transfer Center has made efforts to collaborate with resources in order to provide students with experiences which support their transfer goals. These efforts include collaborating with:
- ASOC
- Foundation
- VP Student Services
- university contacts
- Eagleview
- Fresh and Natural
- instructional faculty
- Dean of Counseling

It has been envisioned for some time that additional funding could be used to further enhance a strong transfer program. Examples of this include...
- rental of transportation for campus tours
- specialized events, fairs, and/or panesl
- constant contact (electronic newsletter)
- outreach materials

*See attached for proposed TC Budget

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.

The Transfer Center has made every effort to utilize its current resources as effectively and efficiently as possible, while keeping student needs at the forefront of every financial decision.

Staff

The Transfer Center currently is maximized with what it can do to serve and provide students with transfer experiences, given it's current staffing levels. Given the university needs to redirect students they would have admitted as freshman to the community college, and the state's focus on transfer (efficiency, support, legislative changes, etc.), there is an increased demand from students for assistance and education as they try to navigate the transfer process. The TCD, in her counseling faculty role, has attempted to off-load some of this demand with a 3 unit "Transfer Success" course; however, being charged with serving historically under-represented and disabled students, a need can be identified for an additional staff person focused on assisting and programming for these populations.

Equipment

Through the Measure A funds and the building of the Student Services Building, the Transfer Center was able to increase computer access for students from 4 stationary computers to 20 laptops. This opportunity allows the Transfer Center to have students borrow laptops to conduct research, work on their applications, including personal statements, and participate in university-sponsored webinars and/or web-based open houses in the Center.

Since moving to the Student Services building, the Transfer Center has acquired software to electronically collect data of students using our services and resources. Students are directed to "check in" at the computer station at the entrance located closest to counseling. This has been working well for reporting and analyzing purposes, although it is clear that not having a defined space does not capture some of the student usage (i.e. when the Transfer Center is closed or when students are waiting for their appointments). Additionally, with the lack of a defined space, there has been some confusion for students, initially, who believe they are checking in for their counseling appointment. An attempt
was made to better define it as belonging to the Transfer Center by purchasing a labeled table banner, but it has not improved the situation as much as we had hoped. Staff for both the Transfer Center and Counseling do point out the table banner for students, and it is believed the students learn after the initial mistake.

The Transfer Center also makes daily usage of its tables and chairs, repositioning them based on the purpose for gathering (i.e., size of group, conversation vs. using reference materials, etc.). There has been some difficulty with having cords and wires connecting with the floor, such that students accidentally unplug ethernet or power with their feet. Additionally, at peak times during a semester, the Transfer Center has been used by students as an overflow waiting area for counseling services and international programs. The good side of this is that students do tend to peruse materials during this time. The downside is that they do not always "check in", it is confusing whether they want and/or need assistance, and they often leave abruptly such that our materials are often in disarray at the end of the day or go missing over the course of a semester.

Each office in the Transfer Center contains a typical workspace setup. Until recently, however, one office was without a phone, and it wasn't until Spring 2012 that approval for a phone was made. This now allows the visiting university representatives using the space to make calls back to their campus when seeking answers for students they are meeting with. Although it took some time, we have also adjusted to working differently in a way that doesn't rely on the use of a printer in these offices. Limitedly, there is use of a departmental printer which is at the opposite end of the hallway from the Transfer Center.

**Technology**
The Transfer Center has a practice of exploring and integrating various technologies to deliver transfer-related news, updates, deadlines, and opportunities to students in a timely manner. In addition to bi-monthly emails, regular maintenance of the TC website, the LCD screens, and Skype, the Transfer Center successfully integrated the use of a blog, Facebook, and Twitter as part of its communication tools. Universities such as the University of California have had their budgets drastically reduced, limiting their ability to make physical visits to community colleges. They, too, have explored the use of technology to engage with prospective students. These tools include AdobeConnect and CollegeWeekLive, text chats, Zinch.com, etc. As such, the Transfer Center needs to be positioned in a way to utilize these
platforms and help bridge students with universities, especially those who are unable to visit Ohlone or are not easily accessible by public transit.

Having wifi access has been a benefit for students visiting the third floor of Building 7. It has helped make transfer research, communication with universities, or completion of applications easier for those who come with their own laptops. While, the wifi access has been beneficial, its signal has been intermittent even though the "hub" is located in the Transfer Center space.

Facilities

Upon entering the Transfer Center, identified by the computer station, students will find the Transfer Center Specialist who is available to direct them toward available resource materials, assist in conducting research, or inform about and access university opportunities (events, visits, etc.). Next door to the Transfer Center Specialist is the Counselor/Transfer Center Director. This has worked well for these two individuals as they collaborate daily regarding planning, coordinating, and general transfer issues that arise. Additionally, over the first two years of transitioning into the new building, the Dean of Counseling moved two counselors into the Transfer Center space. These counselors work directly with international students and student-athletes. There have been recent discussions regarding efforts in the upcoming year to move these two counselors out of the designated transfer space, which will provide for full usage of the Transfer Center offices.

Having confidential offices for visiting reps has proven to be a benefit for students who are able to physically meet with the representatives. The Transfer Center has also been able to schedule more than one representative visit on the same day, maximizing exposure and opportunities for students. Additionally, with the use of virtual advising, we have been able to use the office space for students to have confidential, virtual, "appointments", which allows for maximum office usage outside of these scheduled physical visits.

Currently, due to counselors using some of the Transfer Center offices, staff have had to improvise a storage/work space with one of the offices designated for university appointments. This office is used for storage of the laptop charging cart, and minimal supplies that fit within the shelving, drawer, and table space available. An attempt has been made to not encroach too much on the provided
desk and space within which the rep meets with students, but it's not ideal. Staff will often hold back on scheduling multiple rep visits, too, because student employees/volunteers need a space within which they can work, often moving in and out of the shared space.

Outside of using the one office for minimal storage, the Transfer Center also has two filing drawers in the counseling department where university outreach materials, and transfer-related support materials are stored. Additionally, there are drawers in the counseling department conference room (7340) being used to store the event tablecloths.

For students, the exposed shelving in the physical transfer center space is used to store current catalogs (in state, out-of-state, and private institutions), bins containing loose major or campus-related materials available for taking, as well as limited reference books (i.e. vocational/technical schools, specialized programs, making the most out of college, etc.). More recent and/or costly reference materials are being stored in the Transfer Center Specialist's office at this time. It is this material that often goes missing or is left in disarray. Options are being discussed to secure much of this reference material.

**Other Resources**

*Transportation: Campus Visits*

Exposing students to university campuses is believed to increase their ability to envision themselves either at the specific campus being visited or a university in general. Currently, the Transfer Center is limited in its transportation options either due to lack of funding or availability of district vehicles. In coordinating visits, staff first check with facilities to determine whether or not the sports schedule has been solidified. Hearing back regarding this can take upwards of 6 weeks, and may or may not work with university availability. It is the Transfer Center's goal each semester to host 2-3 campus visits, but in 2011-2012 only one visit was feasible each semester. This was due in large part to conflicts encountered during the coordination process and/or lack of transportation.

Regardless of scheduling conflicts, being limited to campus
vehicles forces staff to be primary drivers and with only two, reduces the number of students who can participate in the campus visit. Typically, this number is around 14 students. Additionally, due to a lack of funding, Transfer Center staff are needing to drive district vehicles for the campus visit. When conducting this type of trip, it would be ideal to only need staff to drive for one of these visits and utilize rented charters or public transportation for the majority.

It became apparent during Spring 2012 visit to UCSC that the District vehicles are not accessible vehicles. This created a situation in which it was unclear how such a vehicle could be obtained and rented under which budget line. Ultimately, through the assistance of the DSPS Director, the HR Director, and the Facilities Director, District ADA funds were identified for the rental but the vehicle needed to be driven by Transfer Center staff. Our concern here is that there is the potential for liability issues, despite District insurance.

Room Requests: Workshops and Events
Currently, in order to schedule workshops and events, the Transfer Center must wait until room reservations have been made for courses needing classrooms for that particular semester. Subsequently, attempts to reserve rooms takes place as early as possible, even as much as 1-2 months in advance of a semester's start. Transfer Center staff have developed a strong working relationship with the individual who oversees this process, but it remains very cumbersome. It also has been difficult to identify an ideal time within which to schedule the workshops, often relying on the hours around 12pm when it is surmised that most students would be trying to break for lunch, varying the days repeated sessions are offered to reflect the possibility of MW or TTH schedules. Unfortunately, we have heard from some students that they are unable to attend any of the scheduled days/times for a particular workshop. We know there is discussion regarding an event management/room scheduling program, and the Transfer Center is interested in its use and how room requests and scheduling can be a more smooth experience for everyone involved.

6. Describe any additional notable program achievements(optional).
7. Additional Program Table Data
8. Future Action
   Current levels of achievement indicators maintained.
This has been a year of adjustment such that all successful endeavors previously utilized have been continued, as we looked at and considered modifications to our assessment tools and process. Given this, it is felt that for 2012-2013, current levels of achievement should be maintained, until true baseline data can be established, and future achievement benchmarks can be determined.

**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new 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 a result, students are able to ask thoughtful questions, specific to their own circumstances and goals, directed to Center staff and university representatives.

In recent years, the Transfer Center and the Ohlone College transfer program have begun to establish a baseline of success, both individually and in comparison to its peers. This can be seen with the preliminary data supplied by the District Researcher (see attached).

Despite this strong accomplishment, Transfer Center staff continue to identify improvements which can be made based upon current transfer trends and/or student needs. For example, in September 2010, a transfer steps handout was created for students, in conjunction with the Transfer Advisory Team. This handout outlines transfer into a five-step process. Furthermore, in 2011-2012, upon suggestion by the Transfer Center Director at their Nov 2011 meeting, the Transfer Advisory Team agreed to use this five-step process as a basis for restructuring the current Transfer Center website. Recognizing this is a large task to take on, the Advisory Team hopes to go live with an improved website in about two years (2013-2014).

Additionally, Transfer Center staff have been exploring more extensive uses of technology for communicating and working
with Ohlone transfer students. Specifically, in recent years, the Transfer Center has been using a transfer blog, as well as Facebook and Twitter accounts for communication purposes. The success of our approach has been collected anecdotally through student comments of having learned about various information updates, workshops, or events, through these avenues. Additionally, the Transfer Center has been hosting virtual appointments with university partners (i.e. UCSB).

2. According to the evidence, what are the areas needing improvement?

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.

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. It is believed that for 2012-2013, this will likely be accomplished by turning one of the available offices into a reference library, which can be locked with the Transfer Center is closed.

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, etc.) for all students.

- Program Improvement Objectives:
  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:**

*Collaborate with College Advancement in designing brochure informing students about updated transfer programs, reflecting recently approved associate degrees for transfer.

*Purchase brochures for Counseling and Transfer Center outreach efforts to prospective and continuing students interested in transfer.

*Review semester end inventories of existing resources and materials including out-of-date items

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

*Identify available funding for purchasing resource library publications

*Prioritize order of purchase based on funding

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

*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

*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 resource publications for purchase
   * 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
   * 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 1:
   * Assess replacement of current stock of 20 laptops, including power adaptors and batteries. Purchases will be made as needed.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   * 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 1:
   * Continue to work with Dean of Counseling for a 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

While we understand that assessments for mini grants awarded in 2012 are expected to be complete by May 2013, because of timing, we would likely need to assess for effectiveness by either the end of Fall 2013 or the next cycle, May 2013. It is feasible that the brochures could be produced in time for Fall orientations and special programs (i.e. EOPS and DSPS), yet counseling’s largest outreach efforts wouldn’t begin until Spring 2013.

Effectiveness would be assessed upon student selected degree programs. If the number of students selecting one of the major codes affiliated with an Ohlone approved associate degree for transfer (i.e. AATB.PSYCH or AATC.PSYCH) increases, then we know awareness of the program has improved. The next benchmark would be the number of degrees being conferred and, if available from CSU, the number of students being admitted through this new program. This level of analysis would likely not need to take place for at least 3-4 years, similar to the average student enrollment prior to transfer. Admittedly, however, there are many different variables which impact a student’s ability to transfer outside of awareness (i.e. course availability, university enrollment management, personal finances, etc.)

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 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.

The development of an updated brochure reflecting transfer programs would specifically address objectives 6 & 7 under College Goal 1 in that SB 1440 explicitly states students transferring to the CSU, who earn an approved associate degree for transfer, are guaranteed admission to the CSU. This increases the likelihood that students, who want such a guarantee, would not only be ensuring their transfer admission but also earning an associate degree in the process.

Please refer to additional rationale for technology 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 it's 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 (ie. 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 it's effort to provide current resources and services, particularly to those of under-served demographic groups. With a focused goal on transferring, while also earning an associate degree, students are more likely to continuously enroll and pursue completion of their goal.

Please refer to additional rationale for technology as posted under College Goal #4.

2. PIO Assessment
   a. Future Action

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

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

d. Assessment Plan: List Assessment Strategies
   Year 1:
   * Examine if data received reflects data being sought.

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. Enter assessment results with analysis.

The past Transfer Center Director has made complete effort to gain the demographic information from the College Researcher. There has been no progress and therefore no progress has been made. The new Transfer Center Director will follow up with this request.

b. Future Action

Strategies to promote improvements. Specify.

Make contact with the College Researcher and the VP of Student Services and request that this information be provided.

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.

* Take students to non-local institutions (eg. Southern California tour).

* Determine needs to increase visits beyond local institutions.

* Secure funding to increase campus visits.

* Increase participation of underrepresented students in campus visits.

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. Basic Skills, Puente, Nishati, EOPS).

   **Year 2:**

   * Hire 50% staff position to assist with expanded local campus visits and ensure non-closure of the Transfer Center.
   * Expand staff responsibilities to focus on service of underrepresented students.

   **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.

*The Transfer Center Director will plan to get a C1 license.

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

* 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(Includef other resources needed)
   Year 1:
   * Increased funding for charter bus rental(s).

   Year 2:
   * 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.

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

* 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).

* 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.

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 demographic groups.

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
      Current level of focus maintained. Describe.

      Funding and transportation is a concern. There is a need to find van drivers for any trip off campus. An analysis of the Transfer Center budget and ways to provide this service is being sought for Spring 2013.

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

* Offer increased event(s) and assess for effectiveness

* Assess students for additional specialized panel or workshop needs

* 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
*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)

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

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

   *Assess for any additional technological needs

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

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

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

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)

* Assess need to replenish volunteer t-shirts & survival kit contents
g. Assessment Plan: List Assessment Strategies

Year 1:

* 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

* 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
Current level of focus maintained. Describe.

There is a current increase of student attendance at workshops and it seems that students are taking the opportunities to meet with college representatives. It is a goal of the Transfer Center to increase those opportunities with more student panels and workshops.

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
*Develop process for collecting names of prospective honorees

*Determine program format, including election for student nominated & elected “Faculty of the Year”

*Invite student honorees, administration, advisory board members, and faculty

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

*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

b. **Staffing**

  **Year 1:**

  *Transfer Center staff works to develop event framework
*Maintain 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

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   *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

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

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 such as cords or pins, and certificates

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, 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**

- **Outside Review Results** 01/25/2011
  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](1011_TCPlan_Final.xlsx)
  2. [rec_trans_guidelines07_06.pdf](rec_trans_guidelines07_06.pdf)
  3. [20092010 TCAR.pdf](20092010 TCAR.pdf)
  4. [Sample Transfer Events Calendar.pdf](Sample Transfer Events Calendar.pdf)
  5. [Transfer Center Proposed Annual Expenses.pdf](Transfer Center Proposed Annual Expenses.pdf)
  6. [Peer Grouping Analysis.pdf](Peer Grouping Analysis.pdf)