

# Peralta Community College District

## STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

### I. OVERVIEW

		<b>Date Submitted:</b>	February 20, 2014
<b>College</b>	Laney	<b>Administrator:</b>	Tina Vasconcellos
<b>Unit/Area</b>	Transfer Center		
<b>Completed By:</b>	Kathy Ma		
<b>Mission/History and Description of Service Provided</b> <i>Brief, one paragraph.</i>	The mission of the Laney College Transfer Center is to provide students with the services and resources they need for successful transition to a four-year college or university. A primary goal of the Transfer Center is assist underrepresented, low-income, disabled, and first-generation college students to successfully transfer.		
<b>Student Learning Outcomes (SLOs)</b> <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-POs)</i>	<p style="text-align: center;"><b>Transfer Center Student Services Outcomes (SLOs)</b></p> <ol style="list-style-type: none"> <li>1. As a result of participating in a transfer workshop, students will evaluate that the information presented will help them meet their transfer goals.</li> <li>2. Navigate the processes that lead to successful transfer to a four year college or university; student is able to demonstrate progress by successfully following SEP.</li> <li>3. Students using the Transfer Center will determine that they have a better understanding of the transfer process and can identify transfer resources available for them</li> </ol>		

<b>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</b>	<p>All three of the Transfer Center’s SLOs map to the College’s Institutional Learning Outcome (ILO) which is as follows:</p> <p><b>Personal and Professional Development:</b> Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.</p>
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## II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments																																													
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p><b>Number of Students Who Participated in Transfer Services &amp; Activities</b></p> <table border="1" data-bbox="516 785 1523 1041"> <thead> <tr> <th>Service/Activity</th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>Transfer Center student contacts</td> <td>1097</td> <td>1159</td> <td>1344</td> </tr> <tr> <td>Transfer workshops</td> <td>41</td> <td>107</td> <td>89</td> </tr> <tr> <td>Meetings with college reps</td> <td>444</td> <td>378</td> <td>477</td> </tr> <tr> <td>UC Davis bus trip</td> <td>12</td> <td>32</td> <td>46</td> </tr> <tr> <td>UC TAGs &amp; TAAs</td> <td>396</td> <td>97*</td> <td>105*</td> </tr> <tr> <td>Concurrent Enrollment</td> <td>20</td> <td>19</td> <td>11</td> </tr> </tbody> </table> <p>* Beginning fall 2011, students were limited to applying for one UC TAG</p> <p>The transfer rate to the University of California (UC) and the California State University (CSU) system increased a little from 2010 to 2012 with a small dip in 2012-13 to the CSU system. The college is dedicated to increasing transfer rates to four-year institutions.</p> <p><i>Number of Laney Transfers to California Public Four-Year Institutions</i></p> <table border="1" data-bbox="691 1373 1268 1829"> <thead> <tr> <th>4-Year Pathway</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>University of California</td> <td>136</td> <td>145</td> <td>147</td> </tr> <tr> <td>California State University</td> <td>229</td> <td>256</td> <td>221</td> </tr> <tr> <td>Total Transfer to California Public Institutions</td> <td>365</td> <td>401</td> <td>368</td> </tr> </tbody> </table>	Service/Activity	2010-11	2011-12	2012-13	Transfer Center student contacts	1097	1159	1344	Transfer workshops	41	107	89	Meetings with college reps	444	378	477	UC Davis bus trip	12	32	46	UC TAGs & TAAs	396	97*	105*	Concurrent Enrollment	20	19	11	4-Year Pathway	2010-2011	2011-2012	2012-2013	University of California	136	145	147	California State University	229	256	221	Total Transfer to California Public Institutions	365	401	368
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Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>The Laney College Transfer Center offers services and resources for a successful transfer experience. These include the following:</p> <ul style="list-style-type: none"> <li>• Library of college catalogs and reference handbooks</li> <li>• Computers for research and university applications</li> <li>• Transfer Day, an annual one-day college fair</li> <li>• UC Davis spring bus tour</li> <li>• Four-year college representatives visits from public and private universities</li> <li>• Transfer workshops and informational sessions</li> <li>• Transfer Admission Guarantees (TAGs) with seven Universities of California campuses as well as Golden Gate University. By participating in a TAG program, students receive early review of their academic records, early admission notification and specific guidance about major preparation and general education coursework</li> <li>• Partnership with UC Berkeley’s Starting Point Mentorship Program</li> <li>• Concurrent enrollment &amp; Cross-registration programs</li> <li>• Transfer Center website with information on steps to successful transfer, application deadlines, upcoming workshops and events, TAGs, concurrent enrollment, transfer services and resources, and video help tutorial</li> </ul> <p>* See <b><u>Attachment 1</u></b> for Transfer Center Outcomes &amp; Assessment Report</p>

### Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p><b>Strengths</b></p> <p><i>What are the STRENGTHS of your unit/area?</i></p>	<p>The Transfer Center works in partnership with the Laney Counseling department. There is ongoing communication and collaboration with counselors in other Student Services programs such as EOPS, DSPS, CalWORKS, Athletics, Career/Technical Education, Articulation and learning communities such as APASS, Gateway to College, and Trio. The Transfer Center Director provides updates at college-wide counseling meetings and is a resource for counseling faculty. The Transfer Center Director and Articulation Officer collaborated to provide in-services to counselors on the new Associate Degree for Transfer. The Transfer Center Director sends regular email updates to counselors as well as Laney faculty and staff of upcoming transfer events, activities, and important transfer information. The Transfer Center Director has also collaborated with instructional departments to provide transfer workshops that would be of special interest to their students. For example, the Transfer Center worked with a representative from Cal Poly, San Luis Obispo’s Landscape Architecture department to provide a presentation for Laney’s Architectural Technology students. By serving on</p>
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	<p>several college committees, the Transfer Center Director communicates critical issues regarding transfer. The Director participates in the following committees: Department Chairs meetings, Student Affairs All-Staff meetings, Student Services Council, and Institutional Effectiveness committee. The Director also attends the Transfer Center Directors Association (TCDA) Regional meetings.</p>
<p><b>Weaknesses</b> <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>The Transfer Center is currently staffed by a full-time Clerical Assistant and a full-time general counselor who volunteered to take on the Transfer Center Director position on an interim basis until the college hires a Director permanently. In addition to her counseling and co-chair responsibilities, she is assigned eight hours a week to perform transfer duties. Laney College serves over 13,000 students. When the Transfer Center was established in 1985, there was a full-time Transfer Center Director, a program specialist and two support staff. The current staffing is not sufficient to support a college of this size.</p>
<p><b>Opportunities</b> <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>In spring 2014, the Transfer Center moved to its permanent offices on the second floor of the Administration building. The space is larger and is jointly shared with the Career Center. There are opportunities to develop and integrate transfer and career programs and services.</p>
<p><b>Limitations</b> <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>To build and expand transfer and career programs and services, we need to hire a full-time Transfer Center Director and Career Counselor who can collaborate to build these programs. We also need to hire additional support staff and a Job Developer to support the goals of the Career/Transfer Career. All staff should be fully cross-trained in how to use all resources in the Center. Combining staff skills will facilitate more efficient delivery of services and extended hours of operation. <b>See attached Faculty Justifications.</b></p> <p>Additional general counselors are needed to assist with the increased demand due to SSSP as well as the Completion Campaign requirements. We also need additional Counseling faculty to teach SSSP Orientation classes given that all new students need to have comprehensive orientation (online orientation is only one component of this).</p>

## **Action Plan for Continuous Improvement**

*Please describe your plan for the continuous improvement of your unit/area.*

1. Develop marketing strategies to promote transfer as a viable educational goal for all students including undeclared, underrepresented, low-income, disabled, and first generation college students. Provide students with workshops regarding application, personal statement, transfer basics, etc.
2. Inform the college community of new and changing transfer information and requirements.
3. Provide student access to computers for transfer research, university online applications, & personal statement development.
4. Develop a transfer culture.

To address the above Action Plan, the Director recommends:

### Marketing Strategies

1. Continue the utilization of bulletin boards, campus flyers, Laney Tower (student newspaper), plasma TV lower level Laney Tower, updated information on the Transfer Center website.
2. Collaborate with student activities/clubs/government and student services programs such as Gateway to College, TRIO, APASS, DSPP, EOPS to promote transfer activities and services.
3. Collaborate with instructors to offer classroom presentations and promote transfer events and services to students.
4. Give mini presentations to high schools students during campus visits.
5. Information table in Student Center and Main Quad.

### Workshops

1. Topics: CSU, UC online application, UC personal statement assistance, Transfer Basics, Next Steps After Applying to UC/CSU, UC Transfer Admission Planner, etc.
2. Work with four-year college representatives to facilitate online application and personal statement workshops.

### Informing College Community of New & Changing Transfer Information/Requirements

1. Transfer Center Director has provided a TAG and Associate Degree for Transfer in-service trainings for Counseling Faculty.
2. Transfer Center Director will continue to disseminate new and changing transfer information via email.

### Student Access to Computers and Resources

1. The Career/Transfer Center has 10 computer workstations and a library of college catalogs, handbooks, and transfer information.
2. Continue to build the library to include career resources as well.

### Developing a Transfer Culture

1. College explicitly states their commitment to the transfer of students in public forums such as campus mission statement, college catalog, student handbooks and other relevant college publications.
2. Institutional commitment to transfer by addressing staffing and facilities concerns.
3. There is a shared belief that transfer is a high priority college mission.
4. College should make every effort to provide necessary support services to transfer students and to respond to unmet needs as they are identified.
5. Implementation of the Transfer Center Advisory Committee.
6. Encouraging faculty, staff and administration to participate in promoting Transfer Day and transfer activities.

**Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion**

*Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-<http://scorecard.cccco.edu/scorecard.aspx>)*

<b>Meet District FTES Target for AY2013-2014 of 18,830</b>	*See <b>Attachment 2</b> – Transfer Center Program Goals and ACTION PLAN above
<b>Increase Student Success</b>	See ACTION PLAN above
<b>Increase Persistence</b> <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i>	See ACTION PLAN above
<b>Increase College Completion</b> <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i>	See ACTION PLAN above

### III. RESOURCE NEEDS

#### Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

<b>Current Staffing Level:</b>		<b>Headcount</b>	<b>FTE Equiv.</b>
	<b>Faculty (Permanent)</b>	1 (interim)	0.27
	<b>Faculty (PT/Adjunct)</b>	0	0
	<b>Classified Staff (Permanent)</b>	1	1
	<b>Classified Staff (Hourly)</b>	0	0
	<b>Students</b>	1	N/A
	<b>ICC/Consultant/Other</b>	0	0

  

<p><b>Narrative:</b>  <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery.</i></p>	<p>The Transfer Center is currently staffed by a full-time Clerical Assistant, and a full-time general counselor who volunteered to take on the Transfer Center Director position on an interim basis until the college hires a Director permanently. In addition to her counseling and co-chair responsibilities, she is assigned eight hours a week to perform transfer duties. Laney College serves over 13,000 students. When the Transfer Center was established in 1985, there was a full-time Transfer Center Director, a program specialist and two support staff. The current staffing is not sufficient to support a college of this size.</p> <p>In spring 2014, we moved into the new Career/Transfer Center. We will need to hire a full-time Career Counselor lead.</p> <p>The Transfer Center Directors Association recommends that at minimum (California Community College Transfer: Recommended Guidelines, spring 2006, p. 12), staffing consist of:</p> <ul style="list-style-type: none"> <li>• One faculty director assigned full-time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;</li> <li>• At least one full-time counseling faculty member;</li> <li>• One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.</li> </ul>
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<p><b>Human Resource/Personnel Requests</b>  <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<ol style="list-style-type: none"> <li>1. Full-time Transfer Center Director (approved for hire spring 14)</li> <li>2. Full-time Career Counselor (approved for hire spring 14)</li> </ol>
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**Facilities/Infrastructure**

*Please describe any facilities/infrastructure needs for your unit/area.*

<p><b>Narrative:</b>  <i>Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</i></p>	<ul style="list-style-type: none"> <li>• Career/Transfer Center is located on the second floor of the Administration building</li> <li>• There is a reception area, tables and chairs for wireless connection, and a computer lab with 10 computer workstations</li> </ul>
<p><b>Facilities/Infrastructure Requests</b>  <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p>	



## Technology

Please describe any technology needs for your unit/area.

<p><b>Narrative:</b> <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<ul style="list-style-type: none"><li>• Need copy machine with fax function</li><li>• The Transfer Center computer lab does not have SMART technology. Thus, we need a portable projector for workshop presentations.</li></ul>
<p><b>Technology Requests</b> <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>	<ol style="list-style-type: none"><li>1. Copy machine with fax function</li><li>2. Portable projector for presentations in computer lab (sent request to Dean to purchase)</li></ol> <p>*See <b><u>Form B</u></b></p>

## IV. OTHER

Please feel free to provide any additional information about your unit/area below.