

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs):

Counseling ,DSP, Puente, Transfer Cener, Career Center, CalWorks, EOPS/CARE

## Report Abstract:

The Counseling, DSP, Puente, Transfer Center, Career Center, CalWorks and EOPS/CARE programs all completed program reviews for 2008-2009. A common thread was that the review process exposed success as well as areas where we need to improve. Data collection was probably the most significant area which needed improvement. SARS implementation and Banner improvements should assist all departments in improving data gathering.

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## Program Review & Analysis for Institutional Support Services Transfer Center

### History and Mission:

The Solano College Transfer Center was established in the early 1990's as part of a statewide initiative to improve transfer processes from CCC to the UC and CSU systems. At that time California Community College's were allocated financial resources through a grant process to support the building and staffing of a center dedicated specifically to supporting students who were seeking transfer to a four year school as their goal. In particular, the mission of the transfer center was to increase the numbers of historically underrepresented students admitting to the colleges and universities. This mission has been slightly modified to instead seek to increase the number of educationally and economically disadvantaged, first-in-family students.

### Program Mandates:

*Title V Section 51027 - Transfer Centers: Minimum Program Standards*

### 1) REQUIRED SERVICES

**Objective A:** *Identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with priority emphasis placed on underrepresented student populations. These activities shall be developed and implemented in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.*

The efforts of the transfer center have been focused on providing support to first-in-family college going students primarily through partnerships with the MESA, Puente, and EOPS programs. These partnerships have included field trips, information sharing, and workshops in the transfer center. Additionally, the transfer center counselor has worked with counseling faculty and other campus faculty to provide another vehicle for student referrals.

**Objective B:** *Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.*

Since the reconfiguration of the articulation officer position, the transfer center counselor and the articulation officer have met on a weekly basis to discuss transfer and articulation issues. This partnership has created better communication of relevant articulation and transfer information to counseling faculty. This partnership has also facilitated increased articulation based on student need. The articulation officer and the transfer center counselor have also offered flex-cal workshops for the last four flex-cal cycles for faculty to learn more about the transfer and articulation process.

The transfer center coordinates the Transfer Admission Guarantee program as permitted by the participating UC and CSU campuses. These opportunities increased during the past four years in that the UC system expanded the TAG program for all community college and with the exception of UC Berkeley and UCLA, Solano Community College students have the opportunity to receive guaranteed admission to the universities in advance of their application.

**Objective C:** *Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling service.*

One of the most successful characteristics of the transfer center is the strong communication pathways between counselors and the transfer center. Regular updates and workshops provide counselors with up-to-date and accurate information about the increasingly complex landscape at the various public and independent colleges and universities. The transfer center creates and distributes student-friendly resource materials for counselors to use in their sessions with students including IGETC and CSU GE checklists, minimum eligibility descriptions for UC and CSU, transfer center hours and services, application timeline information, and useful transfer websites.

**Objective D:** *Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.*

Most monitoring of student progress happens in counseling appointments between counselors and students. Time constraints limit the transfer center counselor to working with students in a more generalized way with strong referrals for students to work directly with counselors in developing their education plans and monitoring their progress toward transfer eligibility.

**Objective E:** *Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.*

All counselors regularly refer students to appropriate student services.

**Objective F:** *Assist students in the transition process, including timely completion and submittal of necessary forms and applications.*

The transfer center offers workshops during the priority filing period for students regarding completion of the UC Personal Statement, a component of the UC application. In the past, workshops were held for students regarding completing of the UC and CSU applications, however, since implementation of online applications, students have found it to be more helpful to begin their applications and follow up in an open lab environment in the transfer center. The design of the new transfer center included eight computer stations which facilitates this improved method for helping students with their applications.

**Objective G:** *In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.*

The transfer center counselor schedules visitations throughout the semester from various colleges and universities. These schedules are posted on the transfer center page of the college website. Solano Community College shares an especially strong transfer partnership with Sacramento State University and the University of California at Davis. These are the two colleges receiving the largest number of Solano Community College transfer students.

**Objective H:** *Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.*

The transfer center is located in the 400 building on the second floor in room 438. The facility also accommodates one office for the transfer center staff as well as two small offices designed for visiting college representatives to have private, confidential meeting places to meet with students. One of these offices is temporarily between used by a visiting campus consultant.

## 2) FACILITIES

*Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.*

### **Staffing and Facilities:**

The Transfer Center is housed in a large room on the second floor of the Student Services building 400. The facility holds three round tables for student use as well as eight networked computers. Additionally, the room is equipped with technology referred to as a 'smart' classroom, suitable for group presentations. The room houses print materials such as college catalogs, admission information, eligibility requirements and general education patterns. The facility is attached to an office space designed to serve as the office for the Transfer Center Director.

## 3) STAFFING

*Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.*

Clerical Support: In the early 1990s a staff position designated as Student Services Specialist was assigned 25% of her workload to the Transfer Center. Two years after the retirement of that staff member, in 2005, the position was eventually reconfigured and enhanced to support both Transfer and Articulation with 50% responsibility for each area. The position was not filled until the summer of 2007. Six months after accepting the position, the staff member resigned and, as a result of funding limitations, it has been vacant ever since.

Counselor/Coordinator: In the beginning, a counselor was released from his counseling duties for 33% of his load (10 hours/week) to coordinate the activities of the center and to assist students. In 2006-07, the Counselor/Coordinator position was increased to 50% (15 hours/week) of the full time load to coordinate the activities of the center and to assist students in the center itself. The counselor divides her time evenly between coordination of activities of the center for 7.5 hours/week and directly serving students in the center for 7.5 hours/week for each.

## 4) ADVISORY COMMITTEE

*Each district shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.*

Throughout the history of the Solano Community College Transfer Center, informal work groups have participated in advising the Transfer Center Director about activities. This process has included discussions at the Academic Senate as well as within the Counseling department. The Transfer Center Director has presented workshops to faculty during optional flex-cal at which time information is shared with faculty about the transfer process and faculty make recommendations for activities. During the spring 2009 semester, a small group of interested faculty met with the Transfer Center Director to identify ways to increase Transfer Awareness on the campus.

This is an area that needs improvement. A campus-wide committee that meets once a semester would be a good start.

## 5) EVALUATION and REPORTING

*Each district governing board shall include in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan.*

The efforts of the Career/Transfer Center are evaluated through institutional research via Program Review. Information is accumulated through departmental surveys and statistical data campus-wide.

Additionally, the California Community College Chancellor's Office in partnership with the statewide professional organization of Transfer Center Directors (TCDA) revised its guidelines known as *Community College Transfer: Recommended Guidelines*. These guidelines thoughtfully articulate the comprehensive role the Transfer Center and the Transfer Center Director should play in supporting the Transfer Function at the community college. The Transfer Center is clearly the hub of the transfer activity, but the transfer function is a much larger set of practices and activities.

These two sets of recommendations remain the guide for all planning and development of the Transfer Center.

**Program Review & Analysis for Institutional Support Services  
 Transfer Center**

**Part I Outcomes**

**1. What are the Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) for the unit? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
1. Students who utilize the Transfer Center will have confidence in their knowledge to navigate the transfer process including knowledge about major preparation and general education requirements.	Student self-report/Survey	Raw number of transfer students
2. Students who utilize the services of the Transfer Center will apply to, be admitted to, and enroll in public and/or independent universities.		UC and CSU data reports; CPEC and CCCCO data reports.

**2. The specific SCC Strategic Direction and Goals supported by this program:**

The goal of this program is to help students in the transfer process. This addresses SCC Strategic Goals:

**Goal 1:**

**Obj. 1.1** — Enhance Attainment of Education Goals by Students.

**Goal 2:**

**Obj. 2.2** — Access and Success of Under-served Populations.

**Part II: Analysis**

**1. Identify and explain the trends in the Transfer Center:**

One measure of the effectiveness of the Transfer Center is the number of students who transfer to the public colleges in California. The following table shows the number of transfer students from Solano College who transferred to each of the California public systems. The raw number of students who transfer is affected by some things out of the college's control. These factors include the CSU and the UC's capacity to admit students and the student's own life circumstance. However, Solano College's transfer numbers continue to rise.

**UC Transfer from Solano College by Year**

05/06	06/07	07/08	08/09
137	132	129	159

**CSU Transfers from Solano College by Year**

05/06	06/07	07/08	08/09
339	374	361	N/A

The Transfer process requires students complete a number of steps in order to make the transition to the university. Another measure of the effectiveness of the Transfer Center is the number of students who complete the application, are admitted and then actually enroll at the university. These data come from the University of California and because the CSU does not have similar information readily available, these are used as a proxy for measuring improvement in these areas.

These numbers indicate that students are increasingly applying to the university which is an essential first step. That students are being admitted at a higher rate indicates that students are completing not only the eligibility requirements, but the additional selection criteria used for admission selection to impacted campuses. This reflects students' increased knowledge of the requirements and completion of those requirements. Additionally, more students who apply and are admitted are then following up on the final step of enrolling into the university. All of these are strong measures of the effectiveness of the campus effort to improve transfer to the universities.

**UC Applicants, Admits, and Enrollees**

	<u>Applicants</u>	<u>Admits</u>	<u>Enrollees</u>
<b>2008-09</b>	213	198	160
<b>2007-08</b>	181	156	129
<b>2006-07</b>	189	168	130
<b>2005-06</b>	194	173	136

<u>Percentage Admits to Applicants</u>	<u>Percentage Enrollees to Admits</u>	<u>Percentage Enrollees to Applicants</u>
92.96%	80.81%	75.12%
86.19%	82.69%	71.27%
88.89%	77.38%	68.78%
89.18%	78.61%	70.10%

The following tables represent the number of students transferring in each academic year to the UC and CSU systems by ethnicity. These data are reported by CPEC based on student self report.

The total number of transfers has generally increased over the past seven years and the growth among each ethnic group closely resembles the overall growth.

**UC Transfers from Solano College by Ethnicity**

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Asian/Pacific Islanders	11	6	13	8	25	18	22	
Black	6	5	2	7	10	6	9	
Filipino	10	9	7	12	20	15	15	
Latino	12	9	19	17	15	18	19	
Native Amer.	1	1	1	1	3	3	0	
Other	0	3	3	3	4	4	6	
White	41	52	51	53	54	63	53	
Non-Res. Alien	0	0	0	0	0	0	0	
No Response	11	5	14	10	6	5	5	
<b>TOTAL</b>	<b>92</b>	<b>90</b>	<b>110</b>	<b>111</b>	<b>137</b>	<b>132</b>	<b>129</b>	<b>0</b>

**CSU Transfers from Solano College by Ethnicity**

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Asian/Pacific Islanders	22	21	30	31	28	27	34	
Black	28	30	31	38	35	34	33	
Filipino	38	56	45	36	44	60	60	
Latino	42	39	33	47	37	43	34	
Native Amer.	5	3	3	1	4	7	5	
Other	0	0	0	0	0	0	0	
White	134	135	112	157	155	151	132	
Non-Res. Alien	2	3	5	2	0	2	5	
No Response	68	53	58	48	36	50	58	
<b>TOTAL</b>	<b>339</b>	<b>340</b>	<b>317</b>	<b>360</b>	<b>339</b>	<b>374</b>	<b>361</b>	<b>0</b>

**Solano Student Usage of Transfer Center**

The following table reflects student use of the transfer center during the program review years. This data is collected daily in the transfer center when students sign their name to a sign-in sheet. This method does not allow for calculation of unduplicated counts, but does reflect the value students find in utilizing the services of the transfer center. The open hours of the transfer center have remained stable for the past four years, averaging 18.54 hours/month. The transfer center is open for students on a drop in basis with no appointment necessary. Students are invited to utilize the resources of the center including catalogs, college viewbooks, catalogs, fliers, announcements, handouts, and computers. The transfer counselor is available to answer questions, help with applications, assist with personal statements, and explain follow-up processes.

These numbers illuminate student use patterns and it might be useful to adjust the open hours of the transfer center to be open more during the fall semester which is the UC and CSU application period. Additionally, it would be useful to utilize the open hours in the spring for specific workshops meeting students' interest in majors, college options, appeals processes among some possibilities.



		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL	AVERAGE # Student/ Hour	AVERAGE # Students per month	AVERAGE # Hours per month
<b>F2005</b>	<b># Students</b>	35	43	52	72							202	2.97	50.50	
	<b># Open Hours</b>	7.5	21	18	22							68			17.00
<b>S2006</b>	<b># Students</b>						25	54	37	23	27	166	1.61	33.20	
	<b># Open Hours</b>						10	30	24	17	22	103			20.60

<b>F2006</b>	<b># Students</b>	41	82	57	90	26						296	3.18	59.20	
	<b># Open Hours</b>	12	23	23	25	12						93			18.60
												0			
<b>S2007</b>	<b>#Students</b>						51	75	57	35	52	270	2.63	54.00	
	<b>#Open Hours</b>						12	30	25	18	19	102.8			20.55

<b>F2007</b>	<b># Students</b>	62	83	89	88	17						339	3.62	67.80	
	<b># Open Hours</b>	12	23	30	22	7.5						93.75			18.75
												0			
<b>S2008</b>	<b>#Students</b>						19	43	42	36	22	162	2.07	32.40	
	<b>#Open Hours</b>						15	17	19	13	16	78.25			15.65

<b>F2008</b>	<b>#Students</b>	52	70	108	97	32						359	3.59	71.80	
	<b>#Open Hours</b>	11	23	34	24	9						100			20.00
<b>S2009</b>	<b>#Students</b>						25	34	88	27	45	219	2.55	43.80	
	<b>#Open Hours</b>						9	14	29	16	19	86			17.20

**2. How do the above trends relate to the factors and outcomes identified during the last review?**

This is the first program review by the Transfer Center.

**Part III Conclusions and Recommendations**

**1. What are the major accomplishments of the program during the past four years?**

The major accomplishments of the Transfer Program during the past four years include:

- Designed and relocated to a new facility in the 400, Student Services building.
- Offered UC personal statement workshops during the fall semesters.
- Group presentations for students from Counseling courses.
- Regularly updated counselors about transfer issues including new developments such as the Transfer Counselor Website.
- In partnership with the Articulation Officer, offered faculty training on transfer and articulation topics each flex-cal.
- Increased the number of TAGs written for UC campuses.

- Increased the number of transfer students to Cal State East Bay.
- Facilitated annual field trips for students to UC Davis.

**2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness?**

In order to continue and to improve upon the good work Solano Community College has done to prepare students for transfer to four colleges and universities, the college must focus its energies and resources into the areas we know are most effective. The TCDA and the CCCCCO office have partnered on minimum guidelines for transfer centers and those guidelines have been developed from statewide data about effective practices. We know that students are most profoundly affected by the one-on-one relationships they establish with individual staff. First generation students don't necessarily have experienced family and social support systems to negotiate what can be a complex system. That is where Solano Community College can step in.

The college has a beautiful transfer facility, a strong counseling faculty, and a strong academic program for students to prepare for the college of their choice. The foundations for a strong transfer pipeline are well established. In order to optimize the resources, the college must expand the available hours of the transfer center and should include available hours at the Vallejo and Vacaville sites as well. In order to do this, more counseling support will be required in order to offer the one-on-one guidance students are seeking at the transfer center. Staff support is another essential ingredient to the maintenance and improvement of the current transfer center.

With full-time staff support, the transfer center could:

- expand its development and maintenance of the transfer center web page. This would include information about transfer admission requirements, college choices, minimum eligibility, major preparation, major selection, and general education choices.
- expand its development and maintenance of resource materials for both students and counselors.
- facilitate increased participation by four year colleges in visits to the campus,
- facilitate transfer counselor visitations to classrooms to enhance outreach to targeted groups of students.
- be open for more hours each week.
- assist in data collection including implementation and maintenance of SARS Trak.
- create data sets of various targeted student groups, for example, a data set of students who have expressed interest in transfer to a UC in business. That student group could then be contacted when activities are offered that would be appropriate to their interest.

With additional counseling hours, the transfer center could provide more services for students during the semester. During the fall semester, students seek help with the UC and CSU applications and their personal statements. During the spring semester, counselors could be presenting small group information sessions about majors, college choices, appeal processes, follow-up activities. These additional hours of counselor time would free the transfer center counselor to do larger planning and more comprehensive campus-wide work such as expanding the college/university transfer day and campus outreach.