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| **Peralta Community College District****UNIT PLAN TEMPLATE Student Services** |

**2011-2012**

This presents the common elements to be addressed by each discipline/department in unit planning. Depending on College preferences, these common elements may be formatted or addressed differently.

**I. OVERVIEW**

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|  | **Date Submitted:** | October 6, 2011 |
| **Program/****Department** | College of Alameda – Transfer Center |  **Administrator:** | Dr. Kerry Compton, V.P. of Student Services |
| **Department****Chair/****Coordinator** | Vivian VirkkilaTransfer Program Director |
| **Mission/****History****Service provided***Brief, one paragraph*  | The mission of College of Alameda’s Transfer Program is to continually increase the student transfer rates from COA to four-year colleges/universities. In order to accomplish this goal, it is the Transfer Program’s primary function to ensure that all students have access to necessary transfer information and provide programs and services needed for successful transition to the receiving institutions. An area of responsibility for the Transfer Program is to assist underrepresented, low-income, disabled, and first generation college students through outreach programs and services to increase their awareness of the opportunities and resources available to achieve student success and transfer.  |

**II. EVALUATION AND PLANNING**

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| **Quantitative Assessments** | Narrative |
|  Include service area data such as number of students served by program. Include data and recommendations from program review.**Quantitative Assessments -continued** | **Number of Students Transferred to UC Fall 2010 by Ethnicity:**ASIAN/PACIFIC ISLANDER: 26AFRICAN AMERICAN: 3 MEXICAN/LATIN AMERICAN: 4NATIVE AMERICAN: 0OTHER: 3 WHITE: 4 OTHER/NON-RESIDENT ALIEN: 3DECLINED TO STATE: 0 **TOTAL: 43** **Number of Students Transferred to CSU Fall 2010 by Ethnicity:**ASIAN/PACIFIC ISLANDER: 45AFRICAN AMERICAN: 11 MEXICAN/LATIN AMERICAN: 10 NATIVE AMERICAN: 0 OTHER: 4 WHITE: 9 OTHER/NON-RESIDENT ALIEN: 5 DECLINED TO STATE/NO RESPONSE: 10**TOTAL: 94** **Number of Students Transferred to Private/Independent Institution Fall 2008 by Ethnicity (2010 data not available):**ASIAN/PACIFIC ISLANDER: 1 AFRICAN AMERICAN: 2 MEXICAN / LATIN AMERICAN: 0NATIVE AMERICAN: 0OTHER: 0 WHITE: 0 OTHER/NON-RESIDENT ALIEN: 0 DECLINED TO STATE: 2 **TOTAL: 5** **Programs**Transfer Admission Guarantee (TAG)  UC: 92  CSUs:  Concurrent Enrollment: **UC:** 2 **CSU:** 0  |

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| **Qualitative Assessments** | Narrative |
| Community and college relevancePresent evidence of community need based on Advisory Committee input, McIntyre Environmental Scan, Student surveys  | Program and services include: Transfer Admission Guarantee (TAG) agreements; 4-yr Representative visits; Transfer Day; Scholarships; On-the-Spot Admissions w/CSUEB; Concurrent Enrollment Program w/UCB, Holy Names, Mills, CSUEB; UC Personal Statement Workshops and Resource library (including catalogs, brochures, printed materials and other relevant literature).Student Evaluations (after transfer workshops) and Student Surveys should be developed to assess their needs and the effectiveness of these programs and services.Transfer Advisory Committee will work collaboratively to identify areas needing improvement, to develop and implement various solutions to create a seamless and successful transfer program for students at COA. |

**Identify strengths, weaknesses, opportunities, and limitations (from the Action Plans)**

***Strengths:*** The strength of the Transfer Program relies on the high level of commitment and dedication of the Transfer Program Director along with support staff in assuring successful delivery of its programs and services.

***Limitations:*** The classified staff position previously assigned to transfer at 50% effort has been eliminated effective December 2009 due to budget cuts. In order for the Transfer Program to accommodate the increased student population at COA, a full time classified staff position needs to be created.

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| College strategic plan relevance | The Transfer Program at COA serves as the focal point of transfer activities; the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty, staff and student services programs, in cooperation with baccalaureate institutions. According to the California Community College Transfer: Recommended Guidelines, spring 2006 (p. 9), ***“Responsibility for the transfer function should not be confined to the Transfer Center, or fall only under the purview of the Transfer Center Director. Significant improvements will not occur if the responsibility for an institution’s transfer function becomes a compartmentalized and isolated function.”***According to these guidelines, campus-wide goals that support the Transfer Center along with a strong transfer culture will:1. Identify and increase the number of students who choose to transfer and are prepared to transfer, and ensure the inclusion of low-income, disabled, and first generation college students.
2. In cooperation with baccalaureate-level universities, increase the percentage of students (including low-income, disabled and first generation college students) who establish transfer as their educational goal, and who actually transfer.
3. Work with campus governing boards, administrators and academic senates to ensure that the transfer of students is a high priority of the campus.
4. Revise campus policies and procedures as needed to strengthen and clarify the transfer process.
5. Through the Counseling Department, Transfer Center, and all programs that support transfer students, ensure that students obtain accurate and timely counseling, academic advising, transfer information and services.
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Action Plan Steps

Please describe your plan for responding to the above data.

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| ACTION PLAN -- Include overall plans/goals and specific action steps. 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. The Transfer Program will increase their number of student contact instances.
2. Provide students with transfer workshops regarding application, personal statement, scholarships, ASSIST/Transfer, concurrent enrollment, Transfer Admission Guarantee.
3. Inform the college community of new and changing transfer information and requirements.
4. Provide student access to computers for transfer research, university on-line applications, & personal statement development.
5. Develop a transfer culture.

To address the above Action Plan, the Director recommends: Marketing Strategies1. Continue the utilization of bulletin boards, campus flyers; develop a user-friendly Transfer Program web site, including social network sites; Transfer Program Calendar of Events; and
2. Classroom, student activities/clubs/government, DSPS, EOPS, campus visits from high schools with mini presentations informing students of the Transfer Center programs, services, & upcoming events; and
3. Information table in the Student Union Center to promote Transfer Center programs, services, & upcoming events; and
4. From CCC Apply (applications) identify underrepresented, undeclared, disabled, low-income, transfer-bound students to create an email list serve to communicate upcoming transfer related functions, events, topics and information; as well as Transfer Center information regarding its programs & services, 4-yr Rep visits, TAG information, etc.

Transfer Workshops1. Workshops: CSU, UC on-line application, drop-in personal statement assistance, ASSIST/Transfer, Scholarships, TAG.; and
2. Work w/English Faculty to facilitate Personal Statement Workshops to help students with the development of their statements; and
3. Work w/4-yr Reps to facilitate on-line application and personal statement workshops.

Informing College Community of New & Changing Transfer Information/Requirements1. Transfer Program Director will provide updates on TAG and New IGETC Standards for Counseling Faculty addressing transfer; and
2. Because the Transfer Program Director also serves as COA’s Articulation Officer, she will communicate to the Curriculum Committee information regarding transfer/articulation policies,

 deadlines, and issues that affect students; and1. Transfer Program Director will continue to disseminate new and changing transfer information via email.

Student Access to Computers Transfer Center now includes five computer workstation to accommodate students’ computer needs.Developing a Transfer Culture1. 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; and1. Institutional commitment to transfer by addressing staffing and facilities concerns; and
2. There is a shared belief that transfer is a high priority college mission; and
3. College should make every effort to provide necessary support services to transfer students and to respond to unmet needs as they are identified; and
4. Implementation of the Transfer Center Advisory Committee to include members from the Academic Senate, Instructional & Counseling Faculty, Administration, Classified, 4-yr Reps & Student Rep to help with the facilitation of a transfer culture; and
5. Working with Instructional Faculty, e.g. have English faculty facilitating UC Personal Statement Workshops; and
6. Encouraging faculty, staff and administration to participate in promoting Transfer Day.
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**Additional Planned Educational Activities**

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| **Health/safety/legal issues:** | . **Title 5, Section 51027(a), Part VI of the California Code of Regulations:** The governing board of each community college district shall recognize transfer as one of its primary missions.SENATE BILL 121 - 1991Senate Bill 121 (Chapter 1188, Statutes of 1991) outlined desirable improvements in the operation of the transfer function in California public higher education. It established that a strong transfer function is the responsibility of the University of California, the California State University and the California Community Colleges and underscored the importance of the three systems working together to ensure the smooth transition and educational goal completion of California's transfer students. Among its major provisions, the bill:* Mandated the CCC Board of Governors, community college districts, and individual community colleges to provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advice, and monitor the progress of potential and identified community college transfer students."
* Directed the community colleges to give preference in transfer services to students from underrepresented backgrounds and economically disadvantaged families.

CALIFORNIA COMMUNITY COLLEGE ACADEMIC SENATE RESOLUTIONSThe Academic Senate for California Community Colleges has held a longstanding commitment to increasing the transfer of students to baccalaureate-level institutions. Particularly noteworthy in this ongoing effort was the adoption of the 1996 paper written by Jill Harmon of Fresno City College, *Toward Increased Student Success: Transfer as an Institutional Commitment.* This paperemphasized the role of local Academic Senates, in representing the collective wisdom of the faculty of their colleges, in advancing the institution’s transfer goals.  |
| **Student Retention and Success** | A fully staffed transfer center and facility will help facilitate student success and retention. The goal of the Transfer Center is to provide quality programs and services to improve COA’s transfer rates. |
| **Progress on Student Learning****Outcomes. ( SLO % Complete)*****Progress on Student Learning******Outcomes. ( SLO % Complete) continued*** | **Outcome Number One:****Transfer Resources** Students will utilize transfer resources related to individual transfer goals**Details/Description of the Assessment Method (please identify current data sources):** Students utilizing counseling services will be asked to complete a survey.Paper survey: distributed in Counseling Center **Criteria for Successful Performance:** 70% of the students who respond to the survey will report knowledge in utilizing transfer resources. **Data**: In response to the following statement:*I can identify programs and services that can assist me with my transfer needs.*48% identified the TAG program4% identified the TAP program26% identified Concurrent Enrollment22% identified Transfer Resource LibraryIn response to the following statement:*I am familiar with the various degrees/majors offered at the CSU and UC campus and their requirement in order to Transfer****.***73 % of students surveyed indicated they Agreed or Strongly Agreed with the above statement.16% of students surveyed indicated they Neither Agree nor Disagree with the above statement.**Results:** Acceptable Target Achievement: Met **Recommendations / Next Steps:** Increase student knowledge of Transfer resources through Transfer workshops and distribution of literature. **Outcome Number Two:****Transfer Applications**Students will have an understanding of the transfer application process, procedures and deadlines.**Details/Description of the Assessment Method (please identify current data sources):** Students utilizing counseling services will be asked to complete a survey**Criteria for Successful Performance:** 80% of students surveyed will indicate an understanding of how to complete an online transfer application. **Data:**Survey consists of a Likert Scale with 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree”. In response to the following statement:**I am aware of the transfer application process, procedures and deadlines.**59 % of students surveyed indicated they either Agreed or Strongly Agreed with the above statement.21% of students indicated they Neither Agree nor Disagree with above statement.**Results:** Acceptable Target Achievement: Not Met **Recommendations / Next Steps:** Increase student knowledge of application process through workshops, handouts and access to online tutorials.  |
| **Other** |   |

**III. RESOURCE NEEDS**

**Personnel Needs**

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| **FT/PT ratio****.0 FTE****.5 FTE****.5 FTE** | **Current** | **If filled** | **If not filled** |  | # FTE faculty assigned*)*.5 FTE Transfer Center Director .5 FTE Articulation Officer |  |
|  Program Clerical/Staff Assistant Transfer Center Director Articulation Officer   | 1.0 FTE1. FTE

1.0 FTE | .5 FTE.5 FTE  |
| **Narrative:** *are PT faculty or staff available? Can FT faculty**or staff be reassigned to this program? Implications if not filled* | In order to ensure the quality of programs and services that COA students need, the Transfer Center Director requests that the college consider the guidelines for staffing set forth by the TCDA (Transfer Center Directors Association) and Academic Senate Resolution 4.01, fall 1998The Transfer Center Directors Association recommends that at minimum (California Community College Transfer: Recommended Guidelines, spring 2006, p. 12), staffing consist of:* 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 masters degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
* At least one full-time counseling faculty member;
* One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.

The above recommended staffing structure is based on fifteen years of experience from the California Community College Transfer Center Directors Association (TCDA).***CALIFORNIA COMMUNITY COLLEGE ACADEMIC SENATE RESOLUTIONS******Fall 1998*** *Academic Senate Resolution 4.01 by Loretta Hernandez from Laney College, Articulation Officer and Transfer Center Director; resolving that both the Articulation Officer and Transfer Center Director positions at California Community Colleges be full time faculty positions.*  |

**Equipment/Material/Supply/Classified/Student Assistant Needs:**

Please describe any needs in the above categories.

The Transfer Program Director is assigned to teach Counseling 221 class “Preparing for College/University Transfer”, and Counseling 24 “College Success” in addition to presentations/workshops and trainings for students interested in transfer. In order to conduct these classes, workshops and trainings successfully, a projector needs to be purchased in order to demonstrate for students the various websites to access transfer information and to present PowerPoint presentations.

The Transfer Program provides prospective transfer students with resources including videos that show how to write a “Personal Statement”, how to fill out an application for admission; as well as publications including college catalogs for four year colleges and universities. In order to provide the most up-to-date information, it is imperative that updated materials be purchased on an annual basis. It would benefit students if the Transfer Program could subscribe to resource websites such as “Collegesource.org” which require a subscription fee to be determined. .

Because transfer resources, videos, webinars and applications are require internet access, it would benefit students to have updated computer equipment to replace dated, slow computers.

Because the Transfer Program is responsible for producing flyers/announcements to promote all campus transfer activities, off campus events relating to transfer, Transfer Day events and four year college representative visits, this will require a budget in order to purchase large quantities of colored paper annually.

The Transfer Program also needs to produce a pamphlet brochure to advertise services offered and general information. This will require a budget to hire a vendor to create the artwork as well as print/produce the publication.

Each year the Transfer Program is responsible for coordinating and hosting “Transfer Day” at COA, an event which includes over 40 representatives visiting from statewide and out-of-state four-year Colleges and Universities. As an incentive to maintain annual attendance, the Transfer Center requires a functioning budget for catering and gratuity items.

**Facilities Needs (Items that should be included in our Facilities Master Plan) for Measure A funding:**

Please describe any facilities needs.

None at this time.