

# Peralta Community College District

## STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2014-2015

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>College</b>	College of Alameda	<b>Date Submitted:</b>	October 30, 2014
<b>Unit/Area</b>	Student Services/Transfer Program	<b>Administrator:</b>	Dr. Alexis Montevirgen
<b>Completed By:</b>	Vivian Virkkila		
<b>Mission/History and Description of Service Provided</b> <i>Brief, one paragraph.</i>	<p><b>I. Background Information:</b></p> <p>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.</p> <p><b>Program and Services:</b></p> <ul style="list-style-type: none"> <li>• Transfer Admission Guarantee (TAG) agreements</li> <li>• 4-yr Representative visits</li> <li>• Transfer Day - college information fair includes over 40 CSU/UC and private colleges and universities</li> <li>• Scholarship Information</li> <li>• Concurrent Enrollment Program w/UCB, Holy Names, Mills, CSUEB</li> <li>• Workshops – Personal Statement, Application, TAG, Concurrent Enrollment, General Transfer</li> <li>• Resource library- includes catalogs, brochures, printed materials and other relevant literature</li> <li>• Computer Lab – Application assistance</li> </ul> <p><b>Facilities/Technology:</b></p> <ul style="list-style-type: none"> <li>• Transfer Program/counselor office</li> <li>• 5 Computer stations for student access to online applications and college information</li> <li>• Resource library and literature rack</li> <li>• One dedicated bulletin board to post transfer specific information</li> <li>• Transfer Program website</li> </ul> <p>The following program goals and objectives are evaluated through UC, CSU and independent institution transfer rates, SLOs, as well as student and college representative surveys collected after counseling sessions, workshops and transfer events.</p>		

	<p>The following program goals address the minimum established standards for Transfer Centers in accordance with Title 5, Chapter 2, Subchapter 1, Section 51027.</p> <p><b>Program Goal:</b></p> <ol style="list-style-type: none"> <li>1. Increase the student transfer rates from College of Alameda to four-year colleges/universities with a priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income, and other students historically and currently underrepresented in the transfer process.</li> </ol> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize transfer as a primary mission of College of Alameda       <ol style="list-style-type: none"> <li>a. Create a campus wide transfer culture</li> </ol> </li> <li>2. Develop and adopt a Transfer Program Plan       <ol style="list-style-type: none"> <li>a. Update Transfer Center Unit Plan and submit to Student Services Manager for approval</li> </ol> </li> <li>3. Identify and serve target populations       <ol style="list-style-type: none"> <li>a. Develop a system to identify potential transfer students</li> </ol> </li> <li>4. Provide students with academic planning for transfer</li> <li>5. Provide students with accurate transfer information</li> <li>6. Monitor progress of transfer students</li> <li>7. Refer transfer students to other support services</li> <li>8. Provide students with transition services</li> <li>9. Coordinate services with four-year institutions</li> <li>10. Maintain a resource library</li> <li>11. Facilities: Provide a convenient and student friendly Transfer Program</li> <li>12. Staffing</li> <li>13. Advisory Committee: Create an active Advisory Committee</li> </ol>
<p><b>Student Learning Outcomes (SLOs)</b>  <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i></p>	<ol style="list-style-type: none"> <li>1. Students will learn to utilize transfer resources related to individual transfer goals. Students utilizing counseling services will be asked to complete a survey. Paper survey: distributed in Counseling Center  70% of the students who respond to the survey will report increased knowledge in utilizing transfer resources.</li> <li>2. Students will have an understanding of the transfer application process, procedures and deadlines.</li> </ol> <p>Students utilizing counseling services will be asked to complete a survey  80% of students surveyed will indicate an understanding of how to complete an online transfer application</p>

<b>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</b>	<p><i>SLO #1 and #2 is mapped to College ILO #1 and #2:</i></p> <ol style="list-style-type: none"> <li><b>1. Problem Solving and Decision Making</b> Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.</li> <li><b>2. Technology and Communication</b> Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</li> </ol>
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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><i>NOTE: Given the different type of units/areas under Student Services, each of the VPSS and Student Services Deans will come up with the basic quantitative elements which will be used by each particular Student Services unit/area.</i></b></p> <p><b>Unduplicated number of students seeking transfer counseling 2012-13: 941</b></p>

### University of California Apply – Admits – Enroll 2012

UC Campus	Applied	Total Admitted	Total Enrolled
Berkeley	67	11	10
Davis	53	34	20
Irvine	41	17	5
Los Angeles	40	4	1
Merced	11	5	0
Riverside	19	15	2
San Diego	27	10	2
Santa Barbara	27	10	1
Santa Cruz	37	24	9
<b>Total</b>	<b>322</b>	<b>130</b>	<b>50</b>

### THE CALIFORNIA STATE UNIVERSITY, CALIFORNIA COMMUNITY COLLEGE TRANSFERS BY CAMPUS 2012

CSU Campus	Enrolled
Bakersfield	1
Channel Islands	1

Chico	-
Dominguez Hills	-
East Bay	67
Fresno	-
Fullerton	-
Humboldt	-
Long Beach	-
Los Angeles	1
Maritime Academy	1
Monterey Bay	1
Northridge	-
Pomona	2
Sacramento	2
San Bernardino	-
San Diego	1
San Francisco	30
San Jose	9
San Luis Obispo	-
San Marcos	-
Sonoma	-
Stanislaus	-
Total	116

**California Community College (CCC) Transfers to In-State Private (ISP)  
and Out-of-State (OOS) Baccalaureate Granting Institutions**

Transfers to In-State Private (ISP) and Out-of-State (OOS) baccalaureate granting institutions are tabulated by individual California community colleges. Transfers were captured from a series of aggregated first-time freshman cohorts (1993-94 to present) that completed at least 12 units while in the community college system at the time transfer.

**Student Transfer 2012**

In-State-Private (ISP)	37
Out-of-State (OOS)	46
Total	83

<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>Students are asked to complete surveys after workshops and transfer events.</p>
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**70 students surveyed during fall 2013 Transfer Day event provided the following feedback:**

<b>How did you hear about the Transfer Day event?</b>		<b>Total Students</b>		
Flyer		19		
Class Announcement		38		
Facebook		1		
Alameda Transfer Program Website		2		
Instructor		10		
Other		10		
<b>How do you prefer to learn about college events and information?</b>		<b>Total Students</b>		
Flyers		29		
Class Announcement		45		
Facebook		6		
Twitter		3		
Instructor		27		
Other		2		
<b>Which Transfer programs and services are you familiar with?</b>		<b>Total Students</b>		
Transfer Admission Guarantee (TAG)		28		
Transfer Alliance Project (TAP)		3		
Concurrent Enrollment		9		
Workshops (UC Personal Statement, Transfer, TAG, etc.)		18		
College Representative Visits		12		
Other		5		
<b>I was well informed about this event (date, time, location etc.)</b>				
Low 1	2	Neutral 3	4	High 5
4	7	13	21	22
<b>I feel more informed about my transfer options:</b>				
Low 1	2	Neutral 3	4	High 5
1	2	22	23	19

## Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p><b>Strengths</b> <i>What are the STRENGTHS of your unit/area?</i></p>	<p>Program strengths include:          Providing students with academic planning and accurate transfer information          Referring transfer students to other support services          Coordinating services with four-year institutions</p> <ul style="list-style-type: none"> <li>• Transfer Day event</li> <li>• College Representative visits - Workshops/Advising</li> <li>• Transfer Alliance Program – UC Berkeley</li> <li>• Transfer Opportunities Program – UC Davis</li> </ul> <p>Facilities</p> <ul style="list-style-type: none"> <li>• Dedicated space provides a convenient and student friendly Transfer Program with resource library and computer lab</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>• Full-time Transfer Program counselor</li> </ul>
<p><b>Weaknesses</b> <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>Student Contact</p> <ul style="list-style-type: none"> <li>• Increase contact of potential transfer students and inform them of available resources</li> <li>• Increase access to resources for evening students</li> </ul>
<p><b>Opportunities</b> <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>Advisory Committee</p> <ul style="list-style-type: none"> <li>• Create an active Advisory Committee comprised of student, faculty, counseling, and community representatives.</li> <li>• Develop action steps to increase student contact and use of transfer resources.</li> </ul> <p>Identify and serve target populations</p> <ul style="list-style-type: none"> <li>• Develop methods of identifying and maintaining contact with potential transfer students</li> </ul>
<p><b>Limitations</b> <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> <li>• Limited office space available for visiting college representatives</li> <li>• Computer update needed for lab</li> <li>• Ability to affectively track potential transfer students</li> </ul>

## Action Plan for Continuous Improvement

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

Assess program and campus needs as it relates to transfer

- Obtain student feedback - distribute surveys to students

Develop active Transfer Advisory Committee

- Create plans of action for goals developed in Transfer Program Unit Plan, survey feedback, and from Transfer Advisory Committee
- Provide evaluations to university representatives after each transfer fair
- Provide evaluation to students attending workshops
- Gather transfer statistics
- Track evaluate Student Learning Outcomes (SLO) for the Transfer Program
- Report Transfer Program activities and evaluation outcomes to the Advisory Committee
- Evaluate the feasibility of student suggestions
- Collaborate with student organizations: Student Activities, ASCOA, EOPS, DSPS, Learning Communities, to identify potential transfer students
- Create e-mail list for target populations

## 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>)

### Meet District FTES Target for AY2013-2014 of 18,830

#### Program Goal:

Increase the student transfer rates from College of Alameda to four-year colleges/universities with a priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income, and other students historically and currently underrepresented in the transfer process.

#### Objectives:

1. Recognize transfer as a primary mission of College of Alameda
  - a. Create a campus wide transfer culture
2. Develop and adopt a Transfer Program Plan
3. Identify and serve target populations
  - a. Develop a system to identify potential transfer students
4. Provide students with academic planning for transfer
5. Provide students with accurate transfer information
6. Monitor progress of transfer students
7. Refer transfer students to other support services
8. Provide student with transition services
9. Coordinate services with four-year institutions
10. Maintain a resource library
11. Facilities: Provide a convenient and student friendly Transfer Program
12. Advisory Committee: Create an active Advisory Committee  
Evaluation and reporting of Transfer Program Services and activities

<b>Increase Student Success</b>	
<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>	
<b>Increase College Completion</b> <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i>	

### 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	1.0
	<b>Faculty (PT/Adjunct)</b>		
	<b>Classified Staff (Permanent)</b>		
	<b>Classified Staff (Hourly)</b>		
	<b>Students</b>		
	<b>ICC/Consultant/Other</b>		



<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>One fulltime permanent faculty member is assigned to coordinate the College of Alameda Transfer Program. A portion of fulltime faculty time is dedicated to general counseling. Currently there are no vacant positions in this unit.</p>
<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>	

**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>• Transfer Resource Library</li> <li>• Five Computer Stations</li> <li>• Transfer Program/Counseling Office</li> </ul> <p>Current facilities do not provide adequate space for visiting college representatives to meet with students. Developing connections with four-year institutions is vital to a successful transfer program. Visiting college representatives provide students with transfer resources, application assistance and educational planning. Lack of office space limits access to college representatives.</p>
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<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>	<p>1) Office space/private designated area for visiting college representatives</p>
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**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>• Five computer stations</li> <li>• One laptop</li> </ul> <p>The Transfer Program provides computer access to prospective transfer students to complete applications, participate in workshops and access transfer resources. Outdated technology interferes with the ability to serve students effectively.</p> <p>A laptop is needed to conduct workshops and presentations. It is also needed for visiting college representatives to access the internet.</p>
<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>	<p>1) Five computer stations - Refresh  2) Lap top for workshops and College representative visits - Refresh</p>

**IV. OTHER**

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