

# Santiago Canyon College Transfer Center Program Review – 2006/07 through 2008/09

## II - Program Description

### A - Mission:

Santiago Canyon College Transfer Center provides resources, services, trained specialists and counselors to assist students who are preparing to transfer to a four-year college or university (*Created 2006; revised 2010*)

### B - Vision:

In collaboration with knowledgeable and skilled SCC counselors and 4-year college/university representatives, the Transfer Center staff aims to foster a seamless transfer process.

### C - Services and Functions:

- Individual advising via appointments and walk-in service
- University research assistance by trained Transfer Specialists
- University representative appointments
- Workshops providing information and assistance on transfer planning, university applications and essay-writing,
- University campus tours
- Northern Trip
- Transfer fairs
- Guaranteed and priority university admission programs
- Provide current transfer information to students, staff, and faculty
- Course equivalent articulation agreements with numerous public and private 4-year institutions
- Pathways to Teaching Program, offering specialized support for students pursuing careers in K-12 teaching

1) Individual Advising: The Transfer Center makes every effort to assist students on a walk-in basis, but scheduled appointments are also available with the specialists and coordinator. Many students are also assisted following scheduled counseling appointments which lead into areas of Transfer Center expertise. In recent years the Center has increased the amount of appointments available to 12-15 hours per week by 2008-09. This has allowed for personalized service to students while facilitating improved resource management for the staff.

2) Assisted university research: The Transfer Center staff assists students with researching universities to find appropriate transfer destinations. Topics typically include factors such as program availability, admissions standards, tuition and fees, application processes and deadlines, etc. Such assistance can sometimes be completed on a walk-in basis or in a single appointment,

but complex programs, private schools, or out-of-state universities often require follow-up appointments.

3) University representatives: Over the past three years, representatives from more than twenty different universities have been available at SCC for one-on-one appointments, seminars, and table visits. This includes all CSU and UC campuses within the immediate area, plus numerous more distant campuses as well as a variety of private universities. Significant efforts have also been made to incorporate other forms of student access to university representatives through direct contact via phone or email, classroom presentations, and other activities. These alternatives have been particularly useful with universities which are not regular visitors to SCC.

4) Transfer Center Workshops: Approximately 40 workshops are offered each academic year, with topics that have included transfer strategy, CSU and UC applications, UC personal statement essays, post-application follow-up steps, accelerated programs, and major-specific themes. Most workshops are 60 to 90 minutes in duration, though a few have been extended to two hours, and all are presented, co-presented, or moderated by Transfer Center staff.

5) University Campus Tours: Five to nine tours are offered per semester. Each tour is led by a Transfer Center staff member, and can include up to seven students driven in a district vehicle as well as additional students who may be willing to drive themselves.

6) Northern Trip: The Transfer Center and Counseling Division have traditionally offered a summer class, Counseling 110, which provides thirty students the opportunity to go on a three-day, two-night trip to Central and Northern California to visit three or four universities, such as UC Berkeley, UC Santa Cruz, Cal Poly San Luis Obispo, and others. This was last offered in summer of 2007 before state budget cuts drastically reduced the ability to offer this class. In summer of 2008, a northern trip was offered as a joint venture between the SCC College Assistance Migrant Program (CAMP) and SCC's Educational Opportunity Programs & Services (EOP&S). Because of the funding structure and the nature of those programs, participation was limited to students in those programs rather than being offered to the general population. Additional cuts led to the complete elimination of the northern trip for summer of 2009.

7) Transfer Fairs: The Transfer Center offers up to five fairs per academic year, and typical participation includes twenty-five to forty universities and colleges per event. These activities raise awareness of the Transfer Center and provide a highly-accessible venue for students to develop contacts with university representatives and gather information about prospective transfer destinations. Prior to the 2008-9 academic year, SCC's student government

contributed toward the minor expenses for the fairs (typically \$50-\$75 per event), but that funding has been withdrawn.

8) *Guaranteed and Priority Transfer Programs:* In partnership with the University of California and the SCC Honors Program, the SCC Transfer Center offers programs which provide early guaranteed admission or priority admission consideration. Several of these programs require transcript reviews and program approval by the Transfer Center Coordinator.

9) *Transfer Information:* The Transfer Center and Pathways to Teaching Program gather and distribute up-to-date information on university transfer opportunities and procedures. Email, printed newsletters, posters, flyers, bulletin boards, comprehensive web sites, are all utilized to share information.

10) *Course equivalent articulation agreements:* In collaboration with SCC's Articulation Officer, the Transfer Center and Pathways program assisted with course-to-course articulation agreements, including maintenance of the Articulation web site and informational flyers for popular majors. Given the highly fluid and detailed nature of articulation agreements, the expansion of the SCC Articulation site, and the growth of the Assist.org articulation web site, the informational flyers were discontinued in 2008. Transfer Center staff also process pass-along requests from students who want to apply general education courses from four-year schools toward SCC general education requirements.

11) *The Pathways to Teaching Program (PTTP):* This program offers support and information for students who plan to pursue a career in K-12 teaching. The program was begun as a grant-funded program with a full-time specialist as well as other support staff. Since the grant expired, the program has been institutionalized as a part of the Transfer Center, and is administered by a full-time transfer specialist who also assists with general transfer needs. PTTP has no additional budget or staff, though it has been supplemented at times by Transfer Center staff and/or student workers. Services and activities provided by PTTP include:

- PTTP orientation sessions
- Individual advising by the PTTP Transfer Specialist and by credential program advisors from area universities
- Teaching-specific articulation
- On- and off-campus teaching workshops
- University events and conferences for future teachers
- Source for work experience opportunities relevant to teacher preparation
- Community service opportunities
- SCC chapter of the Student California Teachers Association (SCTA)
- SCC Teachers for Tomorrow Club (TFTC)
- TFTC fundraising and scholarship opportunities

- SCC Future Teachers Conference.

#### Campus Leadership and Committees:

The Transfer Center staff is deeply committed to campus leadership, shared governance, participation in professional organizations, and to ongoing professional development, including the following:

- Student Services Program Leaders Committee (monthly)
- Student Success Committee (monthly)
- Educational Master Plan Committee (bi-weekly)
- College Council (bi-weekly)
- President's Classified Hawks (monthly; president and vice-president)
- Guardian Scholars Advisory Committee (quarterly)
- AB540 Task Force (periodic)
- Web Task Force (monthly)
- Student Leadership Institute (2-3 times per semester; presenters)
- Teachers for Tomorrow Club (bi-weekly; advisor)
- Student California Teachers Association (periodic; advisor)
- Asian Cultural Experience (advisor)
- Numerous hiring committees (periodic)
- On-Course professional development (periodic)

#### Off-Campus Participation and Activities

- Region 8 Transfer Center Directors Association (monthly)
- Region 8 Articulation Officers Association (monthly)
- South Coast Higher Education Council (thrice annually)
- Regional Teacher Education Council (monthly)
- Association of Community College Teacher Education Programs (bi-monthly)
- Cal State Fullerton Future Teacher Mixer Organizing Committee (annual)
- Cal State University Counselors Conference (annual)
- University of California Counselors Conference (annual)
- University of California Ensuring Transfer Success conference (annual)
- University of Southern California Counselors Conference (annual)
- Cal State Fullerton Counselors Conference (annual)
- Cal State Long Beach Health Professions Advisors Conference (annual)
- Careers in Student Affairs Conference (annual)
- African American Male Education Network and Development Conference
- National Education Administration "Advisements" magazine (2 articles published)

**D - Funding Sources:**

The SCC Transfer Center does not have its own discrete budget, and is funded through a combination of general and matriculation funds.

### **III - Organizational Chart:**

Please see attachment

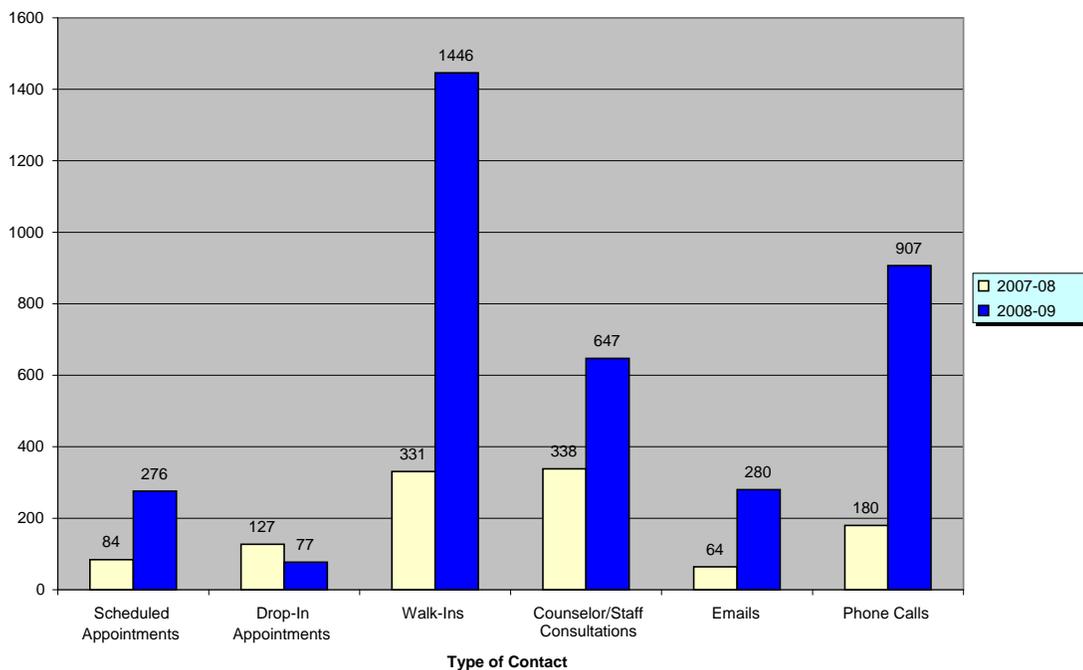
## **IV - Student Learning Outcomes (SLO)**

## V – Data

### Staff appointments and contacts

In the past, staff appointments and contacts (phone calls, walk-in student assistance, consultations with colleagues) were not tracked in detail. A concerted effort to gather such data was begun midway through the 2007-08 academic year, using the SARS appointment software. Tracking in the first year was somewhat erratic, particularly with regard to front counter walk-ins and phone calls. The system was refined further and became more consistent during the 2008-09 year.

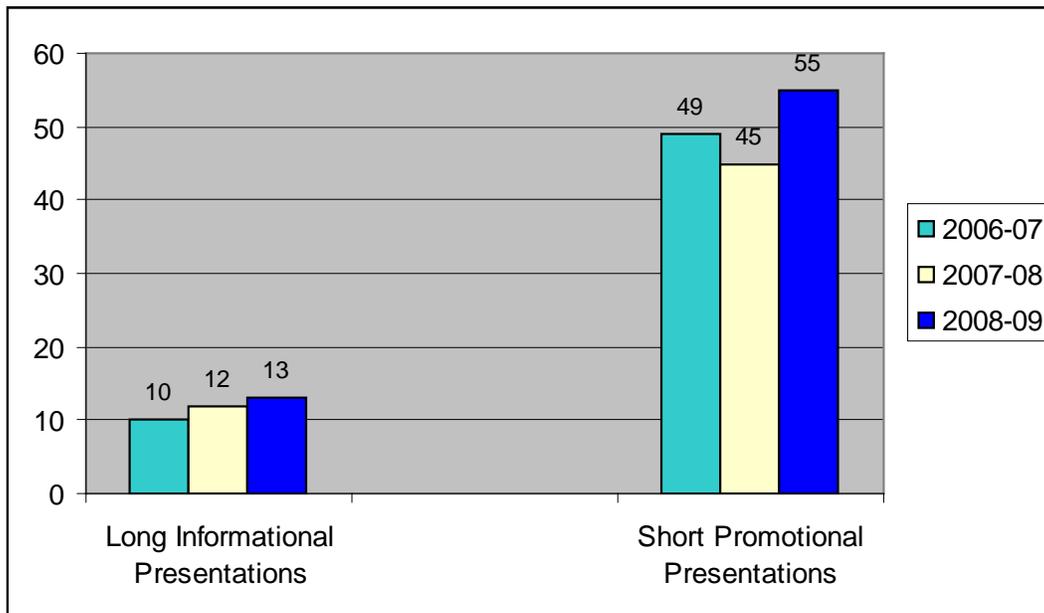
Transfer Center Staff Contacts 2007-09



### Class Presentations:

The Transfer Center and Pathways to Teaching staff conducts both short- and long-form presentations in a variety of classes on campus. Short-form presentations are approximately 10 minutes in length, designed to promote the transfer and PTPP services and resources available to students throughout the year, and are done in the first 4 weeks of each semester. They are given in a variety of transfer-directed courses, such as English 101 and various math classes, along with teacher preparation courses. Long-form presentations are sixty to ninety minutes in duration, and provide details on transfer planning, resources, and strategies. These are given throughout the year in Counseling and teacher preparation classes. The Pathways to Teaching specialist also

facilitates or moderates two to three university representative presentations each semester in the SCC education classes.



#### Transfer Center and Pathways to Teaching Workshops

The Transfer Center presents a variety of workshops throughout each academic year with content designed to educate and assist students as they progress from the initial stages of researching the transfer process through completing their applications and matriculating to a university. Workshops include:

*Transfer Strategy:* These are one hour workshops designed to introduce students to transfer terminology, university entrance requirements, factors to consider when choosing a destination school, strategies for success, and resources available for research and assistance. These sessions are typically offered in the first six weeks of the semester, though they are also presented throughout the semester in various Counseling 101 and 116 classes. (Fall & Spring; 4-6 per year)

*Pathways to Teaching Orientation:* The session is presented by the PTTP specialist and is an hour in duration. Information presented includes services and resources available through PTTP, preparation and credentialing requirements for teachers, and admission requirements for university programs. (Fall & Spring; 4-6 per year)

*UC and Cal State Application:* These sessions are one to one-and-a-half hours in duration, and are done in a hands-on format. Students are at computer workstations and work on their actual applications with individual

and group guidance from Transfer Center staff. (*Fall, Spring, & Summer depending on admission availability; 15-20 per year*)

*UC Personal Statement Essay:* One hour workshops cover requirements, format, common mistakes and tips for success in crafting the personal statement for the University of California's application. (*Fall, Spring & Summer, depending on admission availability; 3-6 per year*)

In a related service, the Transfer Center staff also provides feedback on the UC essays for any current SCC student, whether or not they attended the workshop. In any given year the staff typically reads forty to sixty essays, usually meeting with the students in individual appointments to provide input.

*"I've Submitted My Application...Now What?":* These one hour workshops are co-presented with the SCC Financial Aid department to provide students with the information needed to complete the application and financial follow-up steps to enroll at a university. (*Fall, Spring & Summer; 3-6 per year*)

In addition, the Transfer Center typically facilitates and moderates five to ten additional workshops throughout the year. These sessions are sometimes done in conjunction with SCC classes or with sign-up being handled directly by university representatives, so attendance records are not included here. Topics include:

- Accelerated degree programs
- Health professions programs
- University-specific transfer information (ie: UCLA or Berkeley info only)
- University "Next Steps" transfer completion workshops
- University-specific teacher preparation

## Workshop attendance

*SCC Transfer Center Workshop Attendance, 2006-07 to 2008-09*

	<b>2006-07*</b>		<b>2007-08</b>		<b>2008-09</b>
<b>Transfer Strategy</b>	n/a		9		17
<b>PTTP Orientation</b>	n/a		9		19
<b>CSU Application</b>	129		132		160
<b>UC Application</b>	n/a		41		38
<b>UC Essay</b>	n/a		56		49
<b>Now What?</b>	n/a		13		20
<b>Health Professions</b>	n/a		38		21
<b>Accelerated Programs</b>	Not Offered		7		9
<b>University-Run (Next Steps, Info, etc.)</b>	n/a		16		19

*\* Problems with tracking data resulted in incomplete figures for 2006-07*

## Workshop Evaluations

Evaluation forms are distributed to all students who participate in Transfer Center workshops. The evaluations are used to refine the promotions, scheduling, content, and presentation of the workshops. Each section also includes opportunities for comments. Responses to each question are assigned a numeric value, similar to grade points, and an overall score for each workshop is assigned. (A sample of a workshop evaluation summary is included on the following page) This process allows for comparisons of effectiveness to be made between workshops presented at different times and by different staff members.

<b>Question</b> (Excellent or Yes = 4; Poor or No = 0)	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>Yes</b>	<b>No</b>	<b>Average Score</b>
Was the day and time of the workshop convenient?	0	0	0	0	0	8	0	4.00
Did the workshop start and end as scheduled?*	0	0	0	0	0	8	0	4.00
If No, did it start late or end late?	0	0	0	0	0	0	0	
How appropriate were the materials and facilities provided?	7	1	0	0	0	0	0	3.88
How informative was/were the presenter(s)?	7	1	0	0	0	0	0	3.88
How well did the workshop meet your needs?	7	1	0	0	0	0	0	3.88
What is your overall rating of this workshop?	7	1	0	0	0	0	0	3.88
Would you recommend this workshop to a friend?	0	0	0	0	0	8	0	4.00
<b>Totals:</b>								<b>3.93</b>

	Poster	Newsletter	Staff	Friend	Web	Other	No Response
How did you find out about this workshop?	5	0	3	0	0	0	0

### University Tour attendance

The Transfer Center schedules university campus tours throughout the year. The tours are free to current SCC students (refundable deposit required), and up to 7 people may attend each. One staff member is required to drive the district van and escort the students throughout the day. Most tours are done using a district van, but only one van is allotted to SCC, so if it is not available on a needed date matriculation funds are used to rent an appropriate vehicle.

	Number of Dates Scheduled	Number of Campuses Visited	Total Attendance*
<b>2006-07</b>	15	21	35**
<b>2007-08</b>	15	16	38
<b>2008-09</b>	13	15	67

\* Includes some students who drove themselves

\*\* Spring semester only; fall data not available

### Northern Trip

In June of 2007, twenty-eight students participated in the Counseling 110 Northern Trip, visiting four universities as organized by the Transfer Center. By June of 2008, reductions to the student services budget forced the cancellation of the trip as a Transfer Center event, but grant funds available to the SCC CAMP and EOP&S programs allowed those departments to offer the trip, though it was limited to students in those programs only. By the 2008-09 year, budgets and staff had been cut to such an extent that the trip was not offered.

### Pathways to Teaching Activities and Events

In addition to Transfer Center activities which are open to the general student population, participants in the Pathways to Teaching program, the Teachers for Tomorrow Club, and the SCC chapter of the Student California Teachers Association (SCTA) attend additional events off campus.

<b><u>Teachers for Tomorrow Club</u></b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Active Members</b>	8	9	8

<b><u>SCTA Event Student Attendance</u></b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Fall Leadership Conference</b>	5	8	8
<b>Representative Assembly</b>	4	2	3

<b><u>CSUF Future Teacher Mixer</u></b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Student Attendance</b>	8	6	Not offered

### Phi Lambda Theta

Pathways to Teaching also nominates outstanding students for membership in Phi Lambda Theta, a national honor society for future teachers. Nominees must have a GPA of at least 3.5 and must have demonstrated commitment to teacher preparation and to the campus community. Three SCC students have been accepted to PLT in each of the past three years.

### SCC Future Teacher Conference

The Pathways to Teaching Program and Transfer Center combine to present the SCC Future Teacher Conference, held on campus each spring. The event is open to current SCC students as well as those in teacher preparation programs at the four high schools in the Orange Unified School District. The format includes a keynote speaker and two to three breakout workshops, along with lunch. Presenters are recruited from area universities and the California Teachers Association, as well as contracted guest speakers.

<b><u>SCC Future Teacher Conference</u></b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Attendance</b>	58	64	53

### University representative appointment attendance

The Transfer Center provides individual appointments with representatives from private and public universities. The center facilitates this service by recruiting representatives to provide service, promoting the visits, coordinating scheduling, and providing office space and access to transcripts and other advising materials.

### **University Representative Appointment Attendance\*\***

	<b>2006- 07</b>	<b>2007- 08</b>	<b>2008- 09</b>
<b>Cal Poly Pomona</b> <i>(General)</i>	17	51	49
<b>Cal Poly Pomona</b> <i>(Teaching)</i>	0	5	10
<b>Cal State Fullerton</b> <i>(General)</i>	81	84	110
<b>Cal State Fullerton</b> <i>(Teaching)</i>	65*	60*	54*
<b>Cal State Long Beach</b> <i>(General)</i>	25	33	8
<b>Cal State Long Beach</b> <i>(Teaching)</i>	0	4	6
<b>Cal State San Marcos</b>	3	4	8
<b>Chapman</b> <i>(General)</i>	6	13	31
<b>Chapman</b> <i>(Teaching)</i>	2	0	0
<b>Concordia</b>	0	3	0
<b>UC Berkeley</b>	9	15	17
<b>UC Irvine</b>	125*	114*	49*
<b>UC Irvine</b> <i>(Teaching)</i>	4	0	7
<b>UCLA</b>	50	73	89
<b>UC Riverside</b>	5	9	9
<b>UC San Diego</b>	0	0	9
<b>UC Santa Barbara</b>	12	15	7
<b>UC Santa Cruz</b>	3	4	8

\*CSUF Teaching and UCI numbers are estimated totals

\*\* These figures do not include table visits by an additional five or more schools, which do not require appointments and were not accurately tracked prior to 2009.

### UC Data Sharing and Transfer Admissions Guarantee (TAG) tracking

Beginning in spring of 2009, the SCC Transfer Center began participating in the UC Data sharing program, designed to provide students' application information to community colleges in a timely fashion following the close of applications. In addition, UC campuses are moving toward greater sharing of application information related to the TAG program. This is particularly true at UC Irvine. In the summer of 2009, the SCC Transfer Center Coordinator joined other area Transfer Center Directors and Coordinators in working with UCI to develop a new online application and reporting system. Both of these programs are designed to provide the Transfer Center with the information needed to conduct early outreach and intervention with applicants with the hopes of increasing UC transfer success.

### Transfer Center and Pathways to Teaching Databases

In order to facilitate mailings to SCC students, the Transfer Center and Pathways to Teaching Program each maintained their own databases of students who had volunteered their contact information. Databases are updated throughout the year to add new students and delete those who are no longer enrolled. Due to the ongoing nature of these updates, distinct database sizes cannot be determined for each academic year. The Transfer database averages approximately one thousand two-hundred active students, with the PTTTP database at approximately three hundred.

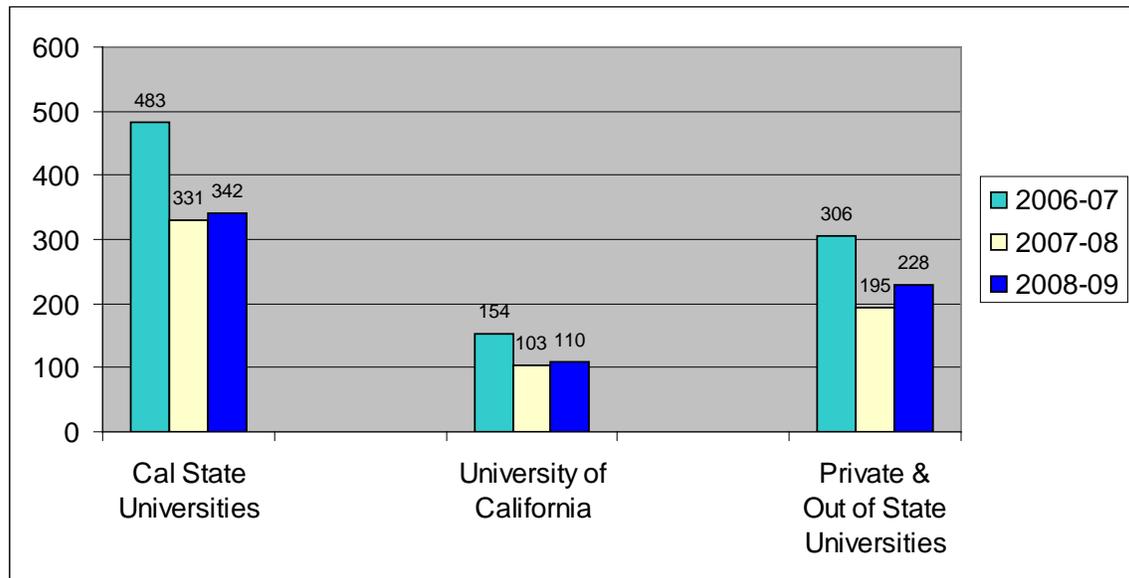
### Communication with Students

A number of methods are utilized for communicating information and promoting Transfer and Pathways services, activities, and events. These methods included:

- Campus posters and flyers
- Campus bulletin boards, including event calendars
- Printed Transfer newsletters, 4 pages in length. Transfer newsletters are mailed 5 times per academic year; Pathways mails 3 times per year.
- Additional special mailings as needed
- Comprehensive web sites
- Campus-wide emails to faculty and staff

During the 2007-08 and 2008-09 years, mailings and email communications for Transfer and Pathways combined for approximately 25,000 contacts annually with approximately 2100 students and staff.

## Annual Volume of Transfers



Source: National Student Clearinghouse

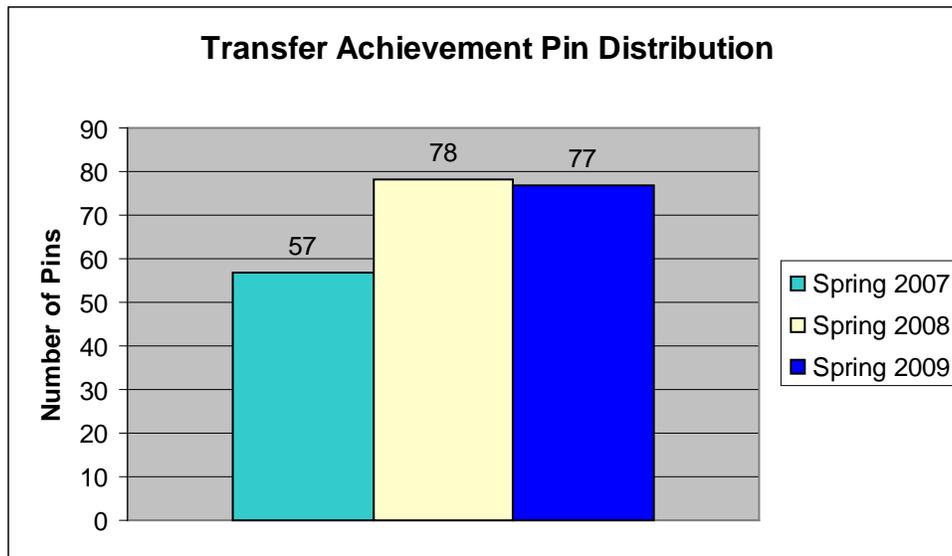
## Pathways to Teaching Program Transfer Volume

The Pathways to Teaching Program cohort (in the PTTP database and/or utilizing PTTP services) averages three hundred students per year. In the 2007-08 year, sixty-six of these students successfully transferred to universities, with an additional sixty-five transferred in 2008-09.

*(Note: Transfer data for PTTP students was not available for the 2006-07 year. These totals are a subset of the overall SCC transfer volume shown in the chart above)*

### Transfer Achievement Pins

In a dual effort to both reward transfer students and gather feedback from those who have gained university admission, the Transfer Center designed die-cast Transfer Achievement pins (design shown below) and began awarding them to students in 2006. A list of likely transfer students is generated from enrollment records and GE Certification petitions, and a survey form is mailed. Students who return the completed form to the Transfer Center are then eligible to receive a pin at or after the SCC commencement ceremony.



### Transfer Center Utilization

In fall of 2008, the RSCCD Research Department compared students in the SCC Transfer database versus the overall SCC student population. Transfer Center utilization was analyzed on a variety of academic and demographic factors.

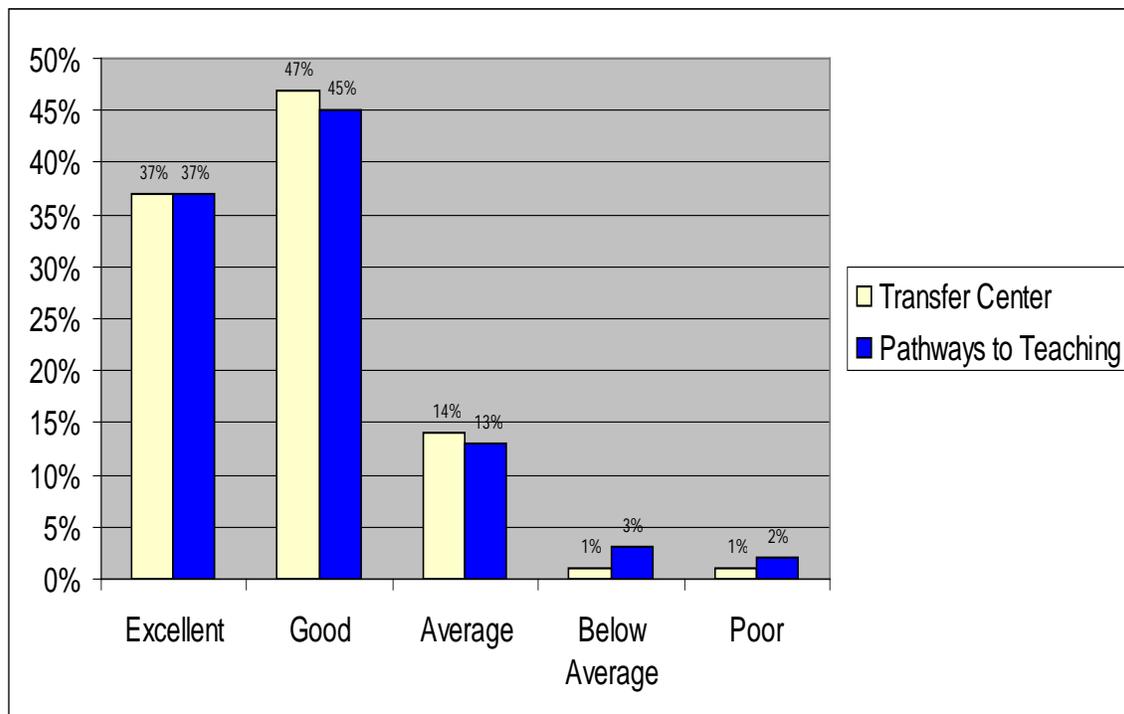
	<b>TC Users N=446</b>	<b>All SCC Students N=15,856</b>
<b>Gender</b>		
Female	54%	35%
Male	46%	65%
<b>Ethnicity</b>		
African-American	1%	2%
Latino	25%	42%
Asian	10%	9%
White	53%	38%
Other	8%	5%
Decline to State	4%	5%
<b>English Native Language</b>		
No	3%	8%
Yes	97%	92%
<b>Educational Goal</b>		
Associate Degree without transfer to 4yr school	4%	4%
BA/BS Degree after earning Associate Degree	45%	23%
Improve basic skills in English, Reading, or Math	1%	1%
Maintain License/Employment	8%	33%
Other	5%	4%
Personal Interest	2%	5%
Transfer without earning Associate Degree	21%	9%
Undecided	12%	10%
Unknown	1%	2%
Vocational Certificate	1%	11%
<b>GPA Distribution</b>		
Less than 2.00	6%	18%
2.00-2.99	43%	34%
3.00-3.49	33%	24%
3.50-4.00	18%	23%
<i>Mean</i>	2.63	2.53
<b>Completed Units</b>		
Less than 30 units	18%	70%
30-59.99	35%	17%
60-89.99	40%	9%
90-119.99	4%	3%
120 or more	2%	1%
<i>Mean</i>	54.68	25.91

<b>Also Attend Santa Ana College</b>		
	99%	64%
<b>Majority of classes completed at Santa Ana College</b>		
	52%	37%
<b>Attended another college other than SAC (top five colleges include Fullerton College, Irvine Valley, Orange Coast College, Cypress College, and Saddleback College)</b>		
	35%	41%

### Student Surveys

The Rancho Santiago Community College District conducts annual surveys of the satisfaction of students who have transferred to four-year universities. Students are asked to give overall ratings of their experiences with a variety of student services. Additional questions and rankings are included, but the content of the survey changes somewhat from year to year, so complete comparisons are not always possible.

### **2008-09 Student Satisfaction Ratings**



**Students Rating Services Either “Good” or Excellent”**

	<i>2006-07</i>	<i>2007-09</i>	<i>2008-09</i>
<b>Transfer Center</b>	84%	n/a	84%
<b>Pathways to Teaching</b>	n/a	n/a	82%

**Students’ Sources of Transfer Information, 2007-08**

	<i>Percent of respondents who used service</i>		<i>Rated Good or Excellent</i>
<b>Parent or family member</b>	41%		96%
<b>Visit to university campuses</b>	34%		90%
<b>SCC instructor</b>	43%		88%
<b>SCC Transfer Center</b>	63%		87%
<b>University catalog/brochures</b>	25%		86%
<b>Friends/other students</b>	48%		83%
<b>SCC counselor</b>	74%		76%
<b>University counselors/advisors</b>	35%		76%
<b>University Information Day</b>	21%		75%
<b>University web sites</b>	2%		n/a

## **VI - Analysis:**

The district Research Department has conducted student satisfaction surveys and tracked transfer volume and destinations for many years, but the SCC Transfer Center had made limited efforts to quantify and analyze its own services. During the 2006-2009 period, the Transfer Center has undertaken significant efforts to install and improve such processes. Beginning in late 2006, the Transfer Center began tracking attendance and student evaluations at transfer workshops, then began monitoring additional staff activities during the 2007-8 academic year. This data has been used to analyze services and student needs, and has informed strategic planning and resource utilization.

### Transfer Center Workshops

Efforts have been made to standardize the Transfer Center workshops so that the content is consistent regardless of the presenter or setting. PowerPoint presentations have been created and are updated annually, along with a variety of handout materials.

Student evaluation forms have been distributed at Transfer Center workshops, and students are asked to rank the workshop on the following criteria:

- Were the workshop schedule and facilities appropriate?
- Did the workshop start/end on time?
- Was the presenter informative?
- Were needs met?
- What was overall rating?
- Would you recommend the workshop?

Each section also includes opportunities for comments. Responses to each question are assigned a numeric value, similar to grade points, and an overall score for each workshop is assigned. (A sample of a workshop evaluation summary is included in the supplemental materials.) This allows comparisons of effectiveness to be made between workshops presented at different times and by different staff members. Write-in comments are also used to inform content revisions and to promote the workshops.

Analysis of the evaluations has shown that the staff is quite consistent in their performance, with no significant difference regardless of presenter, location, time/day of workshops, or attendance levels.

### University Tour attendance

While we have experimented with some alternate destinations, such as private schools which have not previously been on our agendas, the Transfer Center has generally become more selective about the tours that are scheduled, focusing on those which have strong attendance and make the most productive use of the staff and resources. Efforts have also been made to ensure attendance by

students who registered for the tours, specifically through raised deposit fees and reminder calls prior to each event. The efforts have proved successful, with attendance more than doubling from an average of 2.3 students per tour in 2006-07 to 5.1 students per tour in 2008-09.

### Northern Trip

Due to budget pressures, the Northern Trip/Counseling 110 class has been suspended indefinitely. While the Northern Trip serves a relatively low number of students, it is a high-profile activity which raises the awareness and credibility of the Transfer Center. Furthermore the impact on participants is profound, and a large percentage apply to the campuses they have visited. But given the cost per student, the trip seems unlikely to be restored in the near future. Alternate opportunities, perhaps including medium-distance day trips, held during the semester, to destinations such as UC Santa Barbara, Cal Poly San Luis Obispo, or a pairing of San Diego area campuses might be a viable alternative. Partnerships with other programs or even other campuses may also prove viable.

### Pathways to Teaching Activities and Events

Though staffed by only one person, who is also responsible for a percentage of general transfer assistance, the Pathways program has provided excellent service to a significant cohort of SCC transfer students. The Pathways specialist collaborates with several programs on campus, including AmeriCorps and Outreach, and participates in a variety of recruiting and informational events on and off campus throughout the year. Annual transfer rates among Pathways students averages approximately twenty-one percent, which is significantly higher than that of the general population state-wide.

Student feedback has confirmed the value of information received through Pathways orientations and other services. The program also provides strong student support through its own staff and through an excellent network of colleagues in area teacher credential programs. The Teachers for Tomorrow Club and the SCC chapter of the Students California Teachers Association each foster a high degree of involvement, which has resulted in SCC students developing leadership skills and receiving exceptional scholarship support.

### SCC Future Teacher Conference

The Future Teacher Conference was initially offered when the Pathways Program was grant-funded. When that grant ran out, the conference was also suspended for several years. It was re-instated via an SCC Mini-Grant program in 2006-07, and has subsequently been institutionalized and underwritten through Matriculation funds. Given the success of this event, it is hoped that this funding commitment will continue.

In the three years since its re-introduction, the Teacher Conference has averaged almost sixty attendees annually. Of these, a slim majority have been current SCC students, while a significant portion has come from SCC's main feeder high schools in the Orange Unified School District, showing that this is a strong outreach event for both the college and the Pathways to Teaching Program. The Pathways staff has done an outstanding job in scheduling informative workshops and securing effective guest speakers. This has been particularly true with regards to the keynote addresses, which have featured California and National Teacher of the Year nominees. Student evaluations of the event have been nearly unanimous in their excellent ratings.

#### University representative appointment attendance

Tracking of university representative appointment utilization has proven to be a valuable tool, and efforts have been ongoing to improve the accuracy of these numbers. Unfortunately this is sometimes dependent on the representatives themselves, since the physical layout of the Transfer and Counseling offices makes it difficult for staff to completely monitor student attendance and walk-ins. It is hoped that new facilities and additional staff and/or technology, such as card readers for students to check in via an ID card swipe, might lead to greater accuracy in the future.

Longer-term studies would be required to analyze any correlation between representative visits and application rates, but we have seen anecdotal evidence of this relationship in the past. Likely candidates for increases in admissions and transfer success would be Cal Poly Pomona and Chapman, both of which saw large gains in appointment utilization. UCLA and Cal State Fullerton saw similar gains, but increasing restrictions on transfer admission at those institutions may cancel any benefit. Cal State Long Beach has dramatically reduced advising efforts while also drastically raising entrance requirements, so a sharp decline in transfer admission success for SCC's applicants to CSULB seems likely.

#### Transfer Achievement Pins

The Transfer Achievement Pin program has proven to be successful and popular among students. Many students are quite adamant about earning their pin, and there is an air of enthusiasm about them at Commencement. The cost is low, and it is an easily-implemented way to provide recognition for those who have earned transfer admission.

#### UC Data Sharing and Transfer Admissions Guarantee (TAG) tracking

New programs initiated by the University of California will provide application and TAG data to the Transfer Center soon after applications are submitted. This data includes student name and contact information, campus and major selected, and GPA. Such data allows the Transfer Center and Counseling Department to

remind students of important deadlines and intervene in cases where a student may need help to successfully complete their transfer. Spring 2009 was the first year of SCC's participation in the UC Data Sharing program, but unfortunately the information arrived from UC too late to be of significant value. The UC's TAG programs are also moving towards a shared data model, with UCI's new program – developed collaboratively with Region 8 transfer center directors – serving as a trial for a revised state-wide system. The hope is that as all of these programs become more accessible it will enable the Transfer Center to be more proactive in working with applicants, thus improving UC admission success.

### Transfer Center Utilization

The fall 2008 study by the RSCCD Research Department, published in spring 2009, showed several notable differences between Transfer Center users and the general population. Some explanations seem self-evident, such as the lack of Transfer Center users among those with GPA's below 2.0. But other disparities bear further investigation and/or targeted outreach and services. Examples include:

- Males accounted for 65% of the SCC population, yet females made up 54% of TC users.
- Latinos were underrepresented among Transfer Center users (25%) as compared to the overall SCC student body (42%).
- Likewise, Caucasians were overrepresented in the Transfer Center users, with 53% versus 38% at SCC.
- Only 18% of students with less than thirty units completed use the Transfer Center, despite accounting for a whopping 70% of the overall population. Early outreach and information efforts are already being developed to try to address this delay in service utilization.
- High-achieving students, with GPAs between 3.5 and 4.0, under-utilize transfer services. They account for 23% of the population, but only 18% use the Transfer Center.
- 99% of Transfer Center users split time between SCC and Santa Ana College, compared to 64% of the general population. This is to be expected since a high percentage of transfer students attend classes full time and often have to use both campuses to get their preferred classes or schedule. Yet 52% of SCC Transfer Center users completed the majority of their classes at SAC, thus SCC does not get credit as their transfer institution, despite providing a disproportionate amount of support service.

Certain programs and services are already being developed to address some of these issues, and a follow-up study should be performed periodically.

### Transfer Volume & Performance

Transfer volume as a raw number is subject to profound external forces in areas such as demographics, economics, university enrollment policies, and more, thus

it is difficult to impart significance to up or down trends over a three year span unless a large number of external contributing factors are also analyzed – a process that is beyond the scope of this report.

The California Community College Chancellor's Office periodically studies transfer performance of all colleges and generates an expected transfer rate. This rate is determined by looking at a variety of economic and demographic factors within the service area of the college. In past studies Santiago Canyon College has consistently exceeded the expected transfer rate by 5-6%, a performance level which puts SCC among the top fifteen colleges in the state. Due to the lag time for this analysis (cohorts are evaluated four years after entry into the college) these figures should be updated periodically to monitor SCC's performance trend.

### Student surveys

The district's student surveys show consistently high satisfaction with the Transfer Center and Pathways to Teaching Program, though there are some inconsistencies which raise questions, particularly when comparing multiple surveys. Students demonstrate willingness to use a variety of sources for transfer information, and have rated family members and SCC instructors as more satisfactory sources of information than counselors or Transfer Center staff. While this result may be a matter of perception, it shows that there may be benefits to better promotion and outreach by the Transfer Center. Student comments received with these surveys underline such issues, often including comments indicating a desire to know more about transfer services and resources, and wishing for greater access to transfer information. A comprehensive survey and respondent profile, including factors such as ethnicity, age, and academic performance, might prove useful to find out if these questions and desires are universal or if they are specific to certain demographic categories.

### Technology and Facilities:

The Transfer Center's physical facility is minimally adequate for basic tasks and services. At the staffing levels experienced in 2008-9, desk space was often inadequate despite some modifications to add an additional workstation. This problem was particularly acute when space was needed for one or more visiting university representatives. The layout and type of workstations also leads to challenges in maintaining adequate privacy for students during advising appointments and for security of materials and supplies. Noise was also a problem at times, particularly when anyone within the division needed use of the large-format inkjet printer which was housed in Transfer. Late in the 2009 academic year that printer was relocated to a vacated area, alleviating that issue.

The technological needs of the Transfer Center are generally well-met, with updated computers installed and a new laptop computer obtained by the

department during the 2006-09 period. One ongoing challenge in both facilities and technology is the need for access to a room for workshops throughout the year. Transfer Center workshops typically accommodate from ten to thirty-five students, and many workshops require students to have access to a computer and printer throughout. Few rooms on campus meet this need, the equipment in those rooms is often problematic, and scheduling those rooms during the desired workshop times is an ongoing challenge.

## **VII - Findings and Future Direction:**

At the time of this writing, the Counseling Division, along with the entire district and state, is undergoing severe budget upheaval. Student Services budgets are being cut to a particularly large degree, which is having a profound effect on the Transfer Center's ability to effectively serve students. The staff, which had grown significantly in size, skill set, and diversity over the past three years, has now been reduced from four full-time and two part time staff, to only three full time staff. The Pathways to Teaching specialist, who had previously dedicated approximately seventy-five percent of work hours to the teacher preparation program, has now been required to dedicate seventy-five percent of hours to general transfer needs, leaving Pathways even more understaffed. Following the loss of SCC's full-time Articulation Officer position in the 2008-09 academic year, the general transfer specialist is now dedicating twenty-five percent of work hours to supporting course articulation efforts. And following the reassignment of the faculty coordinator of the SCC Honors Program, the Transfer Center Coordinator is now contributing significant hours to the operation of the program. These combined adjustments in staff size and responsibilities has effectively reduced the Transfer Center staff to approximately two and a half full-time positions going into the 2009-10 academic year, one half of the total manpower allotted to the center during the previous year.

In addition, the current budget crisis has reduced funding for traditional Transfer Center services and resources, triggering cuts in printed newsletters and informational handouts, transfer fairs, and university campus tours, and completely eliminating the Northern Trip. Cuts in funding and staffing at outside universities and colleges have also reduced SCC students' access to university representatives and university-run workshops, negatively impacting a critical information source for SCC students and staff. The loss of SCC's full-time Articulation Officer also negatively impacts the flow of current transfer information to students and staff.

At the same time, demographics and enrollment reductions are making university transfer admission much more complicated and competitive, and is reducing students' choice and access many to four-year institutions. And all of this is happening as demand for college classes and services is increasing.

In response to these budget cuts, and in recognition of the increasingly challenging nature of the university transfer process, the Transfer Center will undertake a number of strategic steps, including a focus on providing service through group activities and mass communication rather than individual appointments. These strategies include:

- Reduction of walk-in service provided by Transfer staff
  - Students will be encouraged to schedule appointments with staff in order to reduce the volume of walk-ins and drop-in appointments.

- Strategic allotment of high-demand university representative appointments
  - Preference will be given to students who are nearest to completing the transfer process or demonstrate significant need
- Maintain or slightly reduce quantity of short-format promotional class presentations
  - Continue to improve strategy in the classes chosen for presentations to maximize effectiveness and reach students with greatest need for transfer assistance
- Maintain or increase quantity of long-format informational class presentations in Counseling classes
- Application workshops will be expanded to reduce the amount of one-on-one assistance needed
  - Quantity of application workshops will be maintained or increased
  - All application workshops will be increased to ninety minutes in duration
  - Maximum capacity will be increased by five to ten students in application workshops
  - The increase in capacity means that the Transfer Center will close during application workshops so that all staff are available to participate
  - This increased dependence on group workshops also intensifies the need for workshop rooms with adequate space and computers. This underlines the need for a long-term goal of a dedicated room for exclusive use by the Transfer Center and other counseling-related services and programs.
- Transfer Information workshops will be refined and expanded
  - UC or CSU Transfer Information sessions, in 30-45 min format, will replace the Transfer Strategy workshop for the general population
  - Transfer Strategy will still be offered in a one hour format to Counseling classes
  - Transfer Admission Guarantee (TAG) workshops will be added
- Reduced number of Transfer Fairs, from five to three annually
  - The Transfer Center will work to maintain participation in fairs, to expand participation by new universities, and to increase the number of representatives who stay after the fairs for individual advising or workshops
- Reduced number and length of university tours
  - Focus will be on the best-attended local campuses
  - Day-long trips, such as to San Diego schools, will be reduced or eliminated
  - Districts vans will be used to the greatest extent possible to minimize rental expenses.
- Cultivate relationships with additional private and out of state universities to expand transfer pathways for SCC students
- Development of a support program to improve UC transfer success, particularly among underrepresented populations

- This program, tentatively titled UC Direct, would primarily utilize group workshops, printed materials, and web-based communication, as well as partnerships with area UC campuses
- Expansion of electronic communication
  - Monthly emails will be sent to all students in the Transfer database
  - Occasional emails will be sent for special announcements
  - Increased utilization of social media such as Facebook, Twitter, etc.
  - Ongoing surveys of students via online methods (ie: Survey Monkey) to solicit input and evaluations of Transfer Center services and staff.

The Pathways to Teaching Program will also employ many of these strategies where applicable. In addition to those listed above, the PTTTP specialist will minimize involvement in the Teachers for Tomorrow Club and SCTA chapter. TFTC officers will be expected to take an active role in club leadership and management, with the specialist providing limited oversight. If needed, the PTTTP specialist may also reduce his participation in select SCTA events.

In response to continuing budget pressures, the Transfer Center and Pathways to Teaching Program will also work collaboratively with other departments and programs on campus, develop off-campus partnerships, and actively pursue grant opportunities and other funding sources which might enable expansion of services.

When the budget situation allows, the Transfer Center has a strong need to restore staffing levels. The loss of specialist-level staff has detracted from advising and program development activities, and the loss of clerical support has severely impacted the workload of the remaining specialists and coordinator, thus further reducing the ability to maintain core functions of the center. As these positions are restored, consideration should also be given to improving the physical space and technology available in the center. As students and staff migrate from printed catalogs and resource books to online sources, there is a growing need to include computer workstations in the Transfer Center which are accessible to students. Additional and improved space for visiting representatives is also a significant need.

Many of the improvements gained in the 2006-2009 period were a result of additions to staff, which brought in new skills, enabled an expansion of service, and allowed resources to be directed toward improvements in the department. By contrast, the outlook for the immediate future is such that success over the next few years may be defined by the ability to maintain a significant proportion of existing resources and services, or carefully manage their reduction, while avoiding a decline in student transfer success.