

**SANTIAGO CANYON COLLEGE**  
**STUDENT SERVICES**

**PROGRAM REVIEW**  
**2009-2012**

**DEPARTMENT/PROGRAM:**  
**TRANSFER CENTER**

I. Signature Page:

**Department/Program:**

**Santiago Canyon College Transfer Center**

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Robert Waldren  
Transfer Center Coordinator

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Date

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Ruth Babeshoff, Dean  
Counseling & Student Support Services

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Date

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Dr. John Hernandez  
Vice-President of Student Services

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Date

## II. Executive Summary

**Briefly describe and explain what is working well in your department:** Performance of staff, an emphasis on group workshops, special events such as the Transfer Forum, Private & Out of State workshops, the Future Teacher Conference, and relationships with private and out of state universities have all been areas of notable strength and/or improvement over the past three years.

**Briefly describe and explain what is not working well or needs attention in your department:** The drastic reduction in staff level over the past few years has impacted every resource we offer, eliminating some. It has also forced cuts to office hours, reducing students' access to needed services. Better space for advising and workshops, improved training, and expanded ability to provide information via electronic means are all areas of strong need.

**List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item:** Since the Transfer Center is not a distinct division, does not have a discrete budget, and because state and district resources are so tight at this time, there are no specific plans or expectations, but the following are areas of need:

**Facilities:** Improved areas are needed for staff and visiting representatives to conduct student advising, in order to minimize interruptions and maximize privacy. There is also a strong need for a dedicated space for Transfer workshops, which is expected beginning in fall 2012 with the assignment of room E-307 for Counseling Division use. This should help in minimizing scheduling difficulties and providing needed equipment and space.

**Technology:** Improved training, equipment, and software to allow electronic distribution of workshops and other improvements in mass communication are areas that could pay significant dividends.

**Personnel:** The Transfer Center has a great need for restoration of staff to the levels from several years ago. The increased complexity of transfer, consequences of improper transfer preparation, and losses in Transfer services and resources, all pose a strong risk for students and the college. The current level of staffing puts students at a disadvantage and is not sustainable for the department.

**Summarize any other findings from your program review and planning process that you would like to share with the college community:** Changes made since the 2006-9 Program Review cycle have yielded positive results for transfer students and staff. Most notably, the expanded uses of group workshops and mass communications, such as social media, have allowed the center to partially offset the effects of severe staff reductions. But increased complexity, scrutiny, and expectations for transfer achievement mean that the current staffing and service levels in the Transfer Center are inadequate to meet the evolving needs of the college and its students.

### III. Program Description

- a. Vision and Mission (revised 10/12/2010)
  - i. Mission: Santiago Canyon College Transfer Center, which includes the Pathways to Teaching Program, provides resources, services, trained specialists and counselors to assist students who are preparing to transfer to a four-year college or university. In addition, the Pathways to Teaching program promotes careers in education and offers specialized support and activities for students seeking a teaching credential.
  - ii. Vision: In collaboration with SCC counselors, four-year colleges and universities, and partners in K-12 education, the Transfer Center and Pathways to Teaching Program aim to foster a seamless transfer process and enhance student success in academic and career goals.
  
- b. Overview of Services and Functions:
  - i. Individual Advising: The Transfer Center assists many 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.
  
  - ii. 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.
  
  - iii. University representatives: 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 and out of state universities. Significant efforts have also been made to incorporate other forms of student access to university representatives via webcam, phone, email, classroom presentations, and other activities.
  
  - iv. Transfer Center Workshops: Approximately 50 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, out-of-state transfer, and preparation professional and post-baccalaureate studies. 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.

- v. Classroom Presentations: Transfer Center staff gives up to 60 short presentations per year in key transfer gateway classes, providing information about Transfer Center services and university opportunities. In addition, the Transfer center staff conducts up to twelve 60-90 minute detailed transfer planning presentations in Counseling classes each year.
- vi. University Campus Tours: Up to eight 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 drive themselves.
- vii. Transfer Fairs: The Transfer Center offers three 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.
- viii. Guaranteed and Priority Transfer Programs: In partnership with the California State University, the University of California, and the SCC Honors Program, the SCC Transfer Center offers programs which provide guaranteed admission or priority admission consideration. Some of these programs require transcript reviews and program approval by the Transfer Center Coordinator.
- ix. 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, and comprehensive web sites are all utilized to share information with the SCC campus community.

- x. The Pathways to Teaching Program (PTTP): This program offers support and information for students who plan to pursue a career in K-12 teaching. Since the expiration of the original grant that funded the program, it has been institutionalized as a part of the Transfer Center and facilitated by a full-time transfer specialist who also assisted 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. In spring of 2012 the Specialist in charge of the program Services departed for a position at another campus and at the time of this writing, the future of the program is uncertain. Activities provided by PTTP include:
  - 1. PTTP orientation sessions
  - 2. Individual advising by the PTTP Transfer Specialist and by credential program advisors from area universities
  - 3. Teaching-specific articulation
  - 4. On- and off-campus teaching workshops
  - 5. University events and conferences for future teachers
  - 6. Source for work experience opportunities relevant to teacher preparation
  - 7. Community service opportunities
  - 8. SCC chapter of the Student California Teachers Association (SCTA)
  - 9. SCC Teachers for Tomorrow Club (TFTC), including community service, fundraising and scholarship opportunities
  - 10. SCC Future Teacher Conference
  
- xi. UC Direct services: The UC Direct service provides information seminars, individual advising, email notices, and a comprehensive web site for students interested in transfer to the University of California.
  
- xii. Campus Leadership and Committees: The Transfer Center staff is deeply committed to campus and district-wide leadership, shared governance, participation in professional organizations, and to ongoing professional development. Between 2009 to 2012, staff participation included the following:
  - 1. On-Campus Participation and Activities:
    - a. AB540 Safe Space training (annual)
    - b. AB540 Task Force (bi-annual)
    - c. SCC College Council (bi-weekly)
    - d. Educational Master Plan Committee (bi-weekly)
    - e. Flex Week workshop presentations (annual)

- f. Guardian Scholars Advisory Committee (quarterly)
- g. Honors Program Advisory Committee (monthly)
- h. LGBTQ Safe Space training (annual)
- i. Numerous hiring committees (periodic)
- j. President's Classified Hawks (monthly)
- k. Student California Teachers Association (periodic; advisor)
- l. Student Leadership Institute (2-3 times per semester; presenters)
- m. Student Services Program Leaders meeting (monthly)
- n. Student Success Committee (monthly)
- o. Teachers for Tomorrow Club (bi-weekly; advisor)
- p. Web Task Force (monthly)
- q. United Students for Equal Education club (bi-weekly; advisor)

2. Off-Campus Participation and Activities:

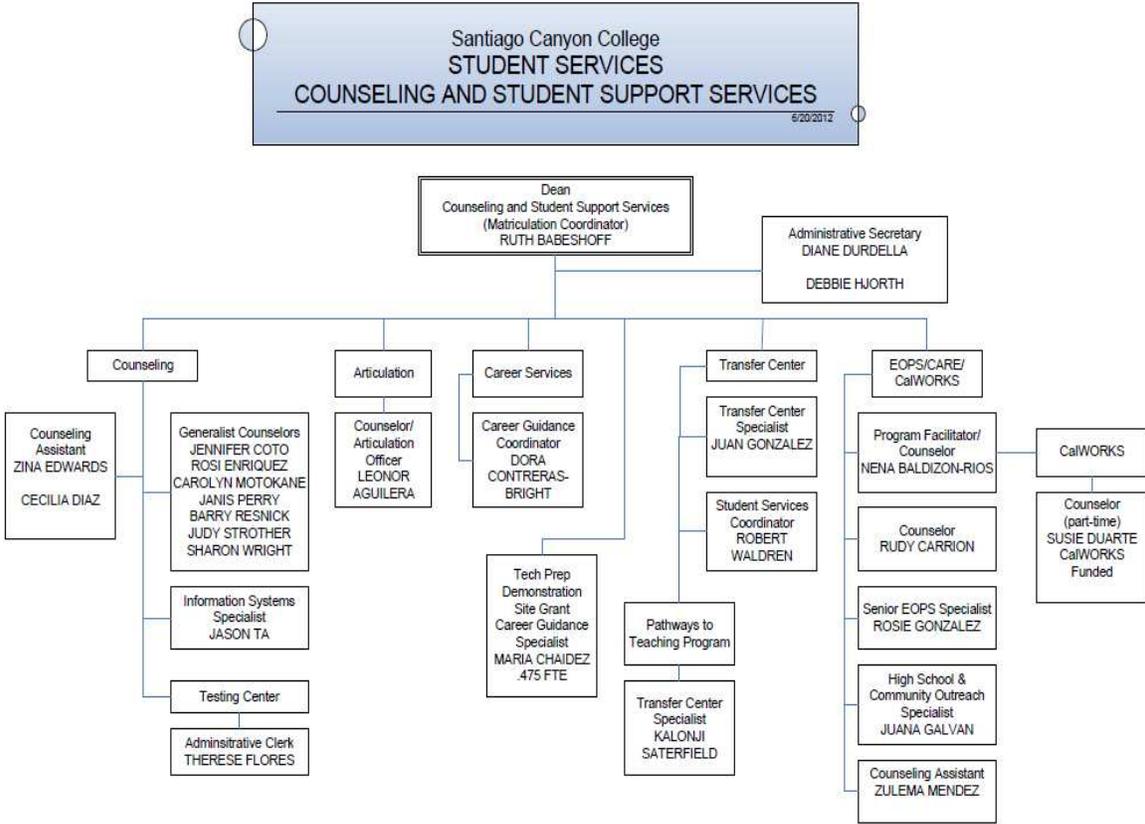
- a. African American Male Education Network and Development Conference
- b. Cal State Fullerton Counselors Conference (annual)
- c. Cal State Fullerton Future Teacher Mixer Organizing Committee (annual)
- d. Cal State Long Beach Health Professions Advisors Conference (annual)
- e. Cal State University Counselors Conference (annual)
- f. Careers in Student Affairs Conference (annual)
- g. Region 8 Articulation Officers Association (monthly)
- h. Region 8 Transfer Center Directors Association (monthly)
- i. South Coast Higher Education Council (thrice annually; officer)
- j. University of California Counselors Conference (annual)
- k. University of California Ensuring Transfer Success conference (annual)
- l. University of California, Irvine, Center for Educational Partnerships (quarterly)
- m. University of Southern California Counselors Conference (annual)
- n. Western Association for College Admission Counselors conference (twice annually, presented three times)

- xiii. Transfer Achievement: To recognize and reward transferring students, as well as inspire continuing students, the Transfer Center makes several efforts to acknowledge transfer achievements. At the Commencement ceremonies, students who are both graduating and transferring are

presented with a Transfer Achievement pin. These students are also featured on a display in the A/B Quad, which is posted again at the beginning of the following academic year for viewing by incoming students. Transfer achievements are also noted in the Commencement program and during the ceremony, and are itemized on the Transfer Center web site.

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

IV. Organizational Chart:



## V. Summary of Progress

The 2006-09 Transfer Center Program review noted 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.” That prediction proved true as budget and staff reduction which were relatively new at the time of that writing have accelerated since. Despite the challenges, the Transfer Center has managed to make some significant improvements while carefully controlling the negative impacts.

### a. Key Accomplishments

- i. Strong growth in transfer admissions despite tremendous challenges.  
From AY2009-10 to AY2011-12, SCC saw a 35% increase, from 665 to 900, in the total number of students who earned transfer admission to a four-year institution, achieving, by a wide margin, the most transfers in the school’s history. This increase came despite reductions in Transfer Center staff and hours, cuts in university outreach, and increased restrictions on university programs and application periods.
- ii. Improved utilization of appointment scheduling, and improved tracking of drop-in/walk-in services: As recommended in the 2006-9 Program Review, the Transfer Center has made a strong effort to improve efficiency by directing students to scheduled appointments. From 2009-10 to 2011-12, the number of appointments that were scheduled increased by 69%. We have also stressed tracking drop-in appointments (unscheduled walk-ins which last 10 minutes or more) using SARS, and have added a countertop station for students to log-in when coming to the Transfer Center for walk-in service.
- iii. Improvements in Application Workshops: To offset the loss of staff and its impact on the ability to provide walk-in assistance with applications, the decision was made to increase the size of application workshops from 15 to a maximum of 20 students each and to extend the length of the sessions from 60 to 90 minutes. These changes required additional staff in the workshops, meaning that the Transfer Center often closed while the workshops were conducted. This provided the benefit, however, of accommodating more students via workshops with less demand for individual assistance. This also created greater consistency in the presentation of information as compared to individual service. From the

2006-09 to the 2009-12 periods, attendance at CSU application workshops increased by 81% and UC application workshop attendance went up by 83%, despite the universities' limitations on open campuses and terms.

- iv. Cost/Staff controls related to university tours: Reductions in staff and budget forced the elimination of distant university tours such as UC San Diego and San Diego State University, despite the popularity of those transfer destinations. The number of remaining tours was cut, and better planning has allowed greater use of district vans and reduced expense for rental vehicles. Some semesters have seen no use of rentals, which had previously been common. Implementation of a mandatory \$10 deposit for tour enrollment markedly improved student attendance rates.
- v. Space for visiting university representatives: Frequent conflicts for advising space led to the installation of an additional workstation in D-104S, as well as improved coordination with adjunct counselors, to provide space for visiting reps.
- vi. Improved relationships with private and out of state colleges and universities: Through participation in the Western Association for College Admission Counseling (WACAC), the South Coast Higher Education Council (SCHEC), the Region 8 Transfer Center Directors Association, and other networking activities, the Transfer Center has expanded its contacts and helped to raise the profile of SCC as a high-performing transfer institution. Coordinator Robert Waldren has served as an officer in SCHEC for the past three years and is the current Chair, and has also been a presenter at several WACAC conferences. In return we have seen improved attendance by private and out of state schools at transfer fairs and table visits. Recent fairs have seen participation by schools from as far as Pennsylvania and Florida. And in spring of 2012, in collaboration with the Regional Admissions Counselors of California (RACC, a consortium of west coast representatives from out of state schools), we also offered a successful private/out of state transfer workshop.
- vii. Development of UC Direct service: The UC Direct service, a concept to provide UC transfer support for underrepresented populations which had been discussed for many years, was launched in spring of 2011 through the efforts of the Transfer Center Coordinator and a part-time Counselor

who was hired specifically for the project. UC Direct initially offered orientation workshops, a comprehensive web site, printed and emailed information, and a case management approach to advising participants. Staff reductions, particularly the loss of the part-time Counselor who had been dedicated to UC Direct, resulted in a reduction in service. A loss of recruiting for the service meant a greatly reduced cohort in 2011-12. At the time of this writing, the web site is being maintained and occasional emails are still being sent, but dedicated advising is not currently offered.

- viii. Addition of TAG Promotions, Workshops and Reviews: The UC's TAG program has been promoted to students more extensively as a means to ensure transfer opportunity and a clear flow of information about admission requirements. TAG workshops were added during the September TAG application period, and Transfer Center staff conducted reviews of hundreds of TAG applications to ensure accurate submission. In addition, the Transfer Center Coordinator has worked closely with UC officials to provide feedback and help improve the TAG system.
- ix. Transfer Forum event: In fall 2010 as part of attempt to provide more service through group activities, the Transfer Center hosted its first Transfer Forum. The event, which saw attendance of more than 60 students, provided transfer planning and strategies for the CSU, UC, and private or out of state schools. Presenters included Transfer Center staff as well as representatives from Cal State Fullerton, UC Irvine, and Chapman University. Due to scheduling conflicts, the event was not offered in the 2011-12 academic year, but it is expected to return in the future.
- x. Future Teacher Conference: Despite budget reductions, the annual Future Teacher Conference continued. Changes were made in the sign-up process, including the addition of a required deposit payment, which greatly increased the attendance rate.
- xi. Social Media: The Transfer Center added the use of Facebook and Twitter to publicize activities and opportunities and to promote a dialogue with students, parents, and staff.

b. Challenges

- i. Staff and Service Reductions: Through layoffs and attrition, the Transfer Center's staffing level has been reduced to approximately one-half of the peak level reached during the previous Program Review period (2006-9). Staffing currently consists of one ongoing full-time Student Services Coordinator, one ongoing full-time Transfer Specialist, one short-term Transfer Specialist at varying weekly hours, and occasional help from a student worker, typically at 6-10 hours per week. Services have already been impaired, with reductions in appointment hours and walk-in availability, cuts in office hours, elimination of two transfer fairs per year, reductions in the numbers of class presentations and university tours, and discontinued participation of transfer staff in several campus committees. In recent years the Center had offered up to 16-20 appointment hours per week, but by late in the 2011-12 year staff reductions have brought that number down to 12-15 hours per week. And the spring 2012 departure of the full-time Specialist who had been running the Pathways to Teaching Program and serving as advisor to the Teachers for Tomorrow Club has left the future of those entities uncertain.
  
- ii. Reduced Opportunity and Increased Complexity of Transferring: The past three years have seen a tremendous increase in complications of the transfer landscape. Changes in the UC's Transfer Admission Guarantee (TAG) program and the addition of the CSU's Associate Degree for Transfer (AA-T/AS-T) options have added layers of intricacy to the transfer process. Most Cal State campuses and all but one UC campus (Merced) have eliminated mid-year transfers, putting a greater premium on efficient transfer planning and adding a much greater penalty for mistakes or missed opportunities, as students who are not admitted when expected may now be forced to wait an extra year before transferring. GPA and major preparation requirements have also increased greatly at SCC's primary transfer destinations, and local priority admissions policies have made transfer to popular CSUs such as Long Beach, San Marcos, San Diego State, Cal Poly Pomona, and many others far more difficult than in the past. As all of these challenges have developed, CSU and UC tuition rates have climbed dramatically, reducing affordability for most and pricing some students out of these systems entirely. And even those who do gain admission to universities are more frequently finding that they can't get the classes they need, and that problem has increased at SCC as well. These last two issues have resulted in a greater swirl effect, as students are attending multiple campuses to

get the classes needed for transfer or are returning to SCC after being frustrated at a university.

All of these factors have greatly increased the complexity of transfer for advisors and staff as well. Many students present more complicated transcripts than those typically seen in the past, and we are seeing more dismissal or probation students seeking re-admission to the universities. Numerous students are seeking alternatives through private and out of state colleges and universities. These options mean that we are doing far more advising on schools with unfamiliar programs and admission standards and a lack of course articulation, we are assisting with far more Common Applications, and are putting more time into promoting and explaining the Western Undergraduate Exchange program. Financial considerations have become a larger factor for many students in their transfer planning, so we are fielding more questions about grants, scholarships, tuition and cost of living, etc. And planning for, promoting, and reviewing the new AA-T and AS-T degrees has also been very time-consuming. With much of the information and procedures related to these degrees still in development, the future impact on the Transfer Center is still unknown.

- iii. Reduction in Access to Outreach Advisors from California Universities: Due to budget cuts at the universities, schools such as Cal State Fullerton, Cal State Long Beach, Cal State San Marcos, UC Riverside, UC San Diego, UC Berkeley, UC Santa Barbara, UC Santa Cruz, Chapman University, and more, have all cut back on visits to SCC and other community colleges. These cuts have impacted the individual advising schedules, participation in transfer fairs, and availability to participate in workshops and other special events. Some schools, such as Berkeley and Santa Barbara, have attempted to offset these cuts by offering advising through online delivery methods, but the net effect has still been a greater demand on Transfer staff.

## VI. Student Learning Outcomes:

- a. The 2008-09 SLO attempted to evaluate students who attended the Transfer Center's UC Essay workshop to determine their ability to effectively follow guidelines in drafting their UC Application essays.
  - i. Participants scored an overall average of 4.04 out of 5.0 points possible. Specific criteria included:
    1. *Word Count*: 62.5% were within acceptable length range on their first draft. This is an area in which many students expressed a desire for help in editing.
    2. *Directly answered questions*: The average score was 3.2 out of 5. This is an area of ongoing emphasis for counselors and Transfer Center staff.
    3. *Statements supported with details*: Students did well here, scoring 4.6 of 5 possible.
    4. *Content not repeated from application*: Students were excellent at using the essay to complete the application rather than repeating content, scoring 4.7 of 5 possible.
    5. *Grammar & spelling*: Despite computer spell check features and feedback from multiple reviewers, many students continue to struggle in this area, scoring only 3.7 out of 5.
    6. *Minimal use of slang/colloquialisms*: Most students proved able to use appropriate language with few examples of inappropriate language, scoring 4.4 of 5.
    7. *Conciseness*: This is the area in which students struggle the most in their first drafts. Participants scored only 2.9 of 5 possible, marking this as an area in need of future attention.
    8. *Originality*: Students did an excellent job of telling their own stories in their own words; scoring 4.9 out of 5.
    9. In addition, student surveys confirmed that students felt better able to complete the personal statement after attending the workshop, returning an overall workshop rating of 3.7 of 4.0 points possible. When asked to rate their confidence in writing the essay *prior* to the workshop, only 24% rated it as "excellent" or "good," with 57% rating their confidence level as "average," and 19% admitting to below average confidence. The confidence ratings jumped dramatically following the workshop, with 90% rating themselves in the "excellent" or "good" range, 10% claiming "average," and none lower. This increase in confidence exactly corresponded to the responses to the question "How well did the workshop meet your needs?" 90% rated it as "excellent" or "good," with 10% in the "average" range and none lower.

- ii. Through participation in the workshop, most students were able to successfully complete essays that met the basic UC guidelines.
- iii. Recommendations for future workshops and assessment include:
  - 1. The Transfer Center Coordinator will emphasize consistent use of the essay feedback form by all staff in order to improve the sample size studied
  - 2. Workshop presenters should place further emphasis on the common flaws seen in first drafts, particularly the need to generate direct and concise responses to the UC's prompts and reduce word count.
  - 3. Poor spelling and grammar are ongoing problems. Counselors and Transfer Center staff are not in a position to teach writing skills, but the workshop can be revised to add emphasis on utilizing all available resources, including faculty or tutors and electronic spell checking tools, to minimize these errors.
- b. The 2009-10 SLO attempted to evaluate accuracy in key areas of CSU applications submitted after attending a Transfer Center application workshop. Unfortunately, only six students completed the feedback process needed for SLO analysis.
  - 1. The evaluation showed that among the six students and six areas being analyzed, thirty-three out of thirty-six areas were completed correctly, for a 91.6% accuracy rate.
  - 2. Four of the six students completed all sections perfectly.
  - 3. One student indicated plans to take two courses which appear to have overlapping content in the spring semester at two different campuses. This duplication could raise a red flag for university evaluators, though it does not appear to impact the student's transfer eligibility or general education certification.
  - 4. The final student indicated having taken one of the "Golden Four" general education courses in a semester in which she was not actually enrolled. This was a relatively minor mistake, as she had actually taken the course a year later than indicated, but the small discrepancy could delay processing of her application. More significantly, after submitting her application the student changed a planned course from a life science class to one in physical science, a category which she had already completed. This error will mean she cannot receive general education certification, and could also impact the processing of her application.

- ii. In consultation with students and staff who participated in the workshops it was agreed that the CSU Application Workshops were very successful in assisting students with submitting complete and accurate university applications. In this first attempt to quantify the level of effectiveness, there were some flaws in the assessment process, but these problems do not undermine the value of the workshops themselves.
- iii. Recommendations for future workshops and assessment include:
  1. Greater emphasis on student participation to generate a larger sample size.
  2. Greater stress on the careful consideration of planned courses and their impact on CSU admissibility.
  3. If the CSU ever begins providing student-specific transfer data, as the University of California does, it might prove useful to design a longitudinal study to compare the transfer admission rates of those students who participate in these workshops versus those who submit their application without assistance from the Transfer Center.
- c. The 2010-11 SLO evaluated the efficacy of the “I’ve Submitted My Application...Now What?” workshop to see the extent to which participation affected the extent of students’ understanding of the steps required by universities after the student has applied.
  - i. Pre/post assessments were conducted during two workshops. The total pre-test assessment yielded a rate of 64% correct answers. The total post-test assessment yielded a rate of 92% correct answers. The overall improvement between pre and post assessments was 28%. In particular, questions #5, 8, and 9, which covered areas that were generally unfamiliar to many students, saw improvements of 48.2%, 41.4%, and 51.7%, respectively.
  - ii. With an overall pre/post improvement of 28% and a post-workshop outcome of 92% accuracy, the “I’ve Submitted My Application...Now What?” workshop succeeded in improving students’ understanding of the topics presented and evaluated here.

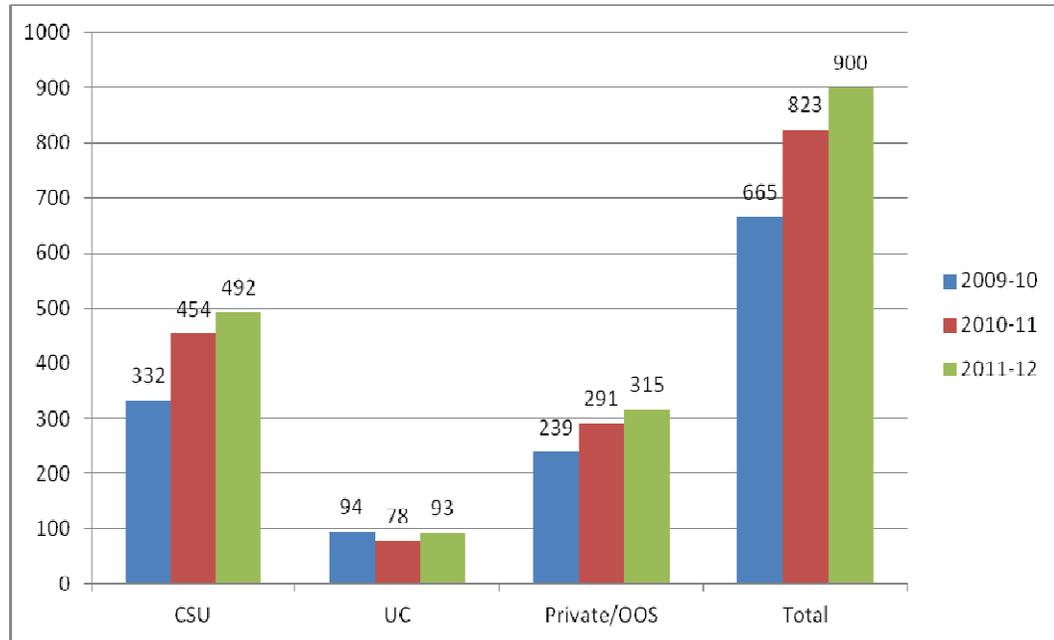
The most significant result from this study relates to the three questions which saw particularly large improvements between the pre- and post-workshop evaluations. The results of this study implied that those topics are areas of confusion for the student population as a whole. Efforts should be made to better educate the entire campus about those policies and processes so that it is not only the students who attend the workshops whose understanding is increased. These efforts have been

implemented with communication via email, social media channels, and campus posters.

## VII. Data Analysis

### a. Data Set 1: Transfer Volume

#### i. Data: SCC Transfer Totals from 2009-10 to 2011-12



- ii. Description: The above chart shows transfer admissions volume in the various higher education segments, as obtained through the National Clearinghouse and presented by the RSCCD District Research office.
- iii. Analysis Summary: The data show significant cumulative transfer growth, with particular improvements in CSU and Private & Out of State admissions, despite dramatic cuts in services and reduced university opportunities.
- iv. Findings & Recommendations: SCC's campus-wide commitment to transfer, including the efforts of the Transfer Center, continue to yield transfer admission success despite the severe economic downturn and resultant obstacles for students.

- b. Data set 2: Transfer Center Staff Appointments and Student Contacts  
 i. Data: Staff Appointments and Contacts, 2009-10 to 2011-12

<b><u>Staff Appointments</u></b>	<b><u>Scheduled</u></b>	<b><u>Drop-Ins</u></b>	<b><u>Walk-In*</u></b>	<b><u>Total</u></b>
<b>2009-10</b>	196	80	1105	1381
<b>2010-11</b>	228	118	958	1304
<b>2011-12</b>	331	84	1295	1710
<b>3-Year Total</b>	755	282	3358	4395
<i>*2011-12 data reflects the additional use of a countertop sign-in station and CI Track software.</i>				
<i>The total reported is for combined from SARS (846) and CI Track (449) records</i>				
<b><u>Staff Additional Contacts</u></b>	<b><u>Consultation</u></b>	<b><u>Email</u></b>	<b><u>Phone</u></b>	<b><u>Total</u></b>
<i>(SARS data only)</i>				
<b>2009-10</b>	512	326	709	1547
<b>2010-11</b>	343	188	571	1102
<b>2011-12</b>	222	181	432	835
<b>3-Year Total</b>	1077	695	1712	3484

- ii. **Description:** The above data was gathered in the Transfer Center using the SARS appointment software and a CI Track student sign-in system on the front counter. Scheduled appointments are pre-scheduled 20-minute (or more) sessions. Drop-ins are walk-in services requiring immediate, detailed service which typically run 10 to 20 minutes or more. Walk-ins are unscheduled student visits, usually taking place entirely at the front counter and lasting 10 minutes or less. Consultations are unscheduled meetings with counselors, faculty, or other staff, and may last anywhere from 5 to 20 minutes.
- iii. **Analysis Summary:** The data above is meant to address two goals for the Transfer Center. The first is to encourage use scheduled appointments rather than walk-in services, allowing for more predictable demands on the staff and better resource planning. Second is to implement better tracking of all contacts in order to accurately reflect staffing needs and demands on resources. In general, the data reflects success in these goals, though variables in staff levels and office hours make year-to-year comparisons somewhat difficult. The upward trend in appointment utilization, despite staff reductions, is a positive result of intentional policy changes made following the 2009 Program Review cycle. A

comparison of the data from 2009-10 to 2011-12 shows significant a decline in the ratio of unscheduled to scheduled services, from 6:1 in 9/10 down to approximately 4:1 in 11/12.

- iv. Findings & Recommendations: The appointment data shows marked improvement in appointment utilization but also indicates an increase in walk-in volume in 2011-12. The addition of the CI Track on the front counter is a notable variable and is likely accounting for a more complete capture of walk-in visits. Thus the increase in the past year may not be an actual increase, but instead a more accurate count of those who do use the center.

Also noteworthy is the decline in consultations, email, and phone contacts in the third year of this study. The likely cause for this is the reduction in staff level and office hours, but this will require further analysis.

Overall, the move to more scheduled appointments has been successful in terms of resource management. It remains to be seen if there are related impacts on student success and satisfaction with the Transfer Center.

c. Data Set 3: Workshops

- i. Data: Transfer Center Workshops Offered and Attendance, 2009-10 to 2011-12

<b>Overall Workshop</b>				
<b><u>Attendance</u></b>	<b><u>Attended</u></b>	<b><u>No Show</u></b>	<b><u>Unmarked</u></b>	<b><u>Rate</u></b>
<b>2009-10</b>	418	136	37	74%
<b>2010-11</b>	635	278	21	69%
<b>2011-12</b>	548	201	26	72%
<b>3-Year Total</b>	1601	615	84	71%
<i>*Rate is estimated; 50% of unmarked students are assumed to have attended</i>				

<b>Application Workshops Offered</b>				
	<u>CSU App</u>	<u>UC App</u>	<u>Common App</u>	<u>Total</u>
<b>Su2009</b>	0	2	0	2
<b>F2009</b>	12	4	0	16
<b>Sp2010</b>	0	0	0	0
<b>Su2010</b>	3	0	0	3
<b>F2010</b>	13	5	1	19
<b>Sp2011</b>	0	0	0	0
<b>Su2011</b>	3	0	0	3
<b>F2011</b>	13	5	2	20
<b>Sp2012</b>	0	0	2	2
<b>3-Year Totals</b>	44	16	5	65

<b>CSU, UC, &amp; Common Application Workshop Attendance</b>				
	<u>Attended</u>	<u>No Show</u>	<u>Unmarked</u>	<u>Rate*</u>
<b>2009-10</b>	178	77	0	70%
<b>2010-11</b>	243	112	21	71%
<b>2011-12</b>	259	201	4	56%
<b>3-Year Total</b>	680	390	25	70%

*\*Rate is estimated; 50% of unmarked students are assumed to have attended*

- ii. Description: The source for this data is the SARS appointment software, which is used to schedule workshops, and to track enrollment and attendance. Some rosters are missed by staff, leading to attendance listed as “unmarked.” Unmarked attendance is not used to calculate attendance rates, though it is generally safe to assume that those workshops had the same rate of attendance as others in the same year.
- iii. Analysis Summary: To improve efficiency and resource management, the Transfer Center made an effort to accommodate more students via group activities, particularly the CSU, UC, and Common Application workshops, while reducing the volume of walk-in assistance. New workshops were implemented (TAG, Common App, Transfer Forum), and application workshops were lengthened and the enrollment capacity was increased with an additional staff member was assigned to most sessions. The results of these changes include: 1) Increases in the number of application workshops offered, from 18 in 9/10 to 25 in 11/12; 2) A 68% increase in total application workshop attendance from 9/10 to 11/12; and 3) A strong, though somewhat uneven, increase in total number of students accommodated at Transfer Center workshops. The drop in this total from 10/11 to 11/12 was due in part to staff turnover and the

temporary suspension of some workshops such as the Transfer Forum event, which had 61 students in attendance in fall of 2010.

- iv. **Findings & Recommendations:** The strategy of shifting more students to workshops has provided increased efficiencies and helped a smaller Transfer Center staff to accommodate the needs of a large volume of students. Analysis of university admissions data and student satisfaction surveys will be needed to determine the qualitative effects of this move toward group activities. 2011/12 saw a drop in application workshop attendance, due both to fewer students enrolling and to a higher no-show rate than in previous years. The reduced enrollment may be partially accounted for by closures and impaction at the universities, but further analysis is needed to see if there are other factors involved. Internal procedures and training will also be reviewed to try to reduce the rates of no-shows and unmarked attendance.

d. Data set 4: University Tours

- i. Data: Transfer Center University Tours Offered, 2009-10 to 2011-12

<b><u>University Tours:</u></b>	<b><u>CSU</u></b>	<b><u>UC</u></b>	<b><u>Private</u></b>	<b><u>Total</u></b>
<b><i>2009-10</i></b>	3	6	1	10
<b><i>2010-11</i></b>	3	2	0	5
<b><i>2011-12</i></b>	3	3	1	7
<b><i>3-Year Total</i></b>	9	11	2	22

- ii. **Description:** The above data is gathered primarily through manually-kept records of scheduled university tours.
- iii. **Analysis Summary:** The data shows a distinct decline in the number of tours offered and the diversity of campuses visited.
- iv. **Findings & Recommendations:** With cuts in university outreach services, students have a harder time getting impressions and information about the campuses beyond what is published on web sites. While university tours directly affect a small number of students, the effects are often powerful, as many students make their transfer decisions based on such visits. Further, counselors and transfer staff frequently stress the importance of personal visits before choosing a transfer destination, so offering this service is fundamental to student success and to the credibility of the Transfer Center. Unfortunately our own budget and staff cuts have had a severe impact on our ability to offer tours, and more distant and time-consuming destinations, such as San Diego-area campuses, have been eliminated completely. In 2010/11 and 2011/12, the totals of 5 and 7 tours offered for those entire years were

comparable to what had been offered in a single semester in the past. This has also meant fewer scheduling options for students who may not be able to visit on one of the few dates offered, and we have also seen a drop in the diversity of campuses visited. While offering campus tours is a somewhat resource-intensive service, the tour schedule should be rebuilt when funding and staff are restored.-----

### **VIII. Future Direction & Anticipated Changes:**

- a. Staffing: Continued low staffing levels impair core services and access for students, keeping the Transfer Center in a reactive, rather than proactive, mode of operation and limiting the time needed to develop new skills, services, and methods of operation. From a human perspective, the additional stress of this reactive position and increased workloads is not a healthy or sustainable approach. With the growing complexity of the transfer process and options, the increasing scrutiny of institutional transfer performance, and the traditional expectations of the Santiago Canyon College community for transfer excellence, we cannot afford to continue indefinitely at a reduced level of staffing.
- b. Increasing complexity of the transfer process: While the new Associate degrees for Transfer promise efficiency and simplification of the transfer process in the long run, the short-term impact has been to add a new layer of complexity to an already complicated transfer landscape. More and more students are also exploring private and out of state schools, creating new demands for knowledge and assistance for Transfer and Counseling personnel. There seems to be little doubt that this trend will continue for the foreseeable future, and is a key area that must be addressed for SCC to simply maintain, let alone improve upon, its history of transfer success. While technology and efficiency improvements offer hope for some improvement, in this area there is no substitute for the human element. Appropriate staff levels and expanded networking are critical elements for success.
- c. Need for professional development & skills training: Rapid changes in the transfer landscape and in technology demand consistent training in order to stay current with university standards, best practices, and methods of information delivery. Particular areas of need include web site development, video authoring/editing, and webinar delivery.
- d. Reduced access to university outreach advisors: At the time of this writing, we have just been informed by Cal State Long Beach that they will only be able to attend one transfer fair per year, and they have already eliminated appointment dates and other visits. Cal State Fullerton has eliminated appointments during

the summer and has reduced their number and duration of visits throughout the year. UC Berkeley, UC Santa Barbara, and UC Santa Cruz now offer advising only via web cam or online chat. UC Riverside, Cal State San Marcos, Chapman, and others have reduced or eliminated their visits to SCC as well. This reduction in access to university personnel has significant consequences for students and staff alike as they seek accurate and detailed information about university programs and standards. The decline in university support also increases the advising burden on Counselors and Transfer Specialists.

- e. Development of cost- and time-efficient services: The Transfer Center has made significant improvements in efficiency, but must continue to explore additional gains, particularly in implementation of technology and mass delivery of information. Continued evolution of group activities and services provided in collaboration with other departments and programs should be explored, as well as partnerships with entities ranging from student clubs to non-profit or corporate institutions. Whatever strategies are implemented must include flexibility and alternate methods of delivery for students with varying degrees of access, ability, and comfort with online content. We must also address the rapid loss of printed materials (brochures, catalogs, etc.) which had been provided in the past by universities, and find new ways for students to access essential information.
  
- f. Need to improve use of data-driven decision making in the following areas:
  - i. Desired outcomes:
    - 1. Specific goals should be set for departmental performance and student outcomes.
  - ii. Identification of key performance indicators and evaluation matrices:
    - 1. Consistent and effective measurement is needed to ensure performance and measure improvement
  - iii. Alignment of SLOs with overall department goals
    - 1. To date, SLO's have varied greatly from year to year and have had very specific focuses. Greater consistency and alignment with the Transfer Center's and college's broader goals and performance are needed.
  - iv. Assessments & surveys to determine effectiveness of services and resources.
    - 1. Consistent and well-designed evaluation of student needs and satisfaction, along with measurement and analysis of the efficacy of Transfer Center services and resources, are needed to ensure effective resource utilization and student transfer achievement.

- g. Loss of Pathways to Teaching Program (PTTP): At the time of this writing, it has not yet been determined how students interested in careers in education will be advised or whether the Teachers for Tomorrow Club or Student California Teachers Association chapter will continue. This leaves numerous questions about issues such as PTTP web site maintenance, coordination of university teaching representative visits & presentations, etc.

**IX. Appendix: Department Planning Portfolio (see attachment)**