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**2017**

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**Evergreen Valley College**

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**Division of Student Success**

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**TRANSFER CENTER PROGRAM REVIEW**

**Final Report**

**(Based on 2013-2016 Academic Years)**

Acting Dean: Lucha Ortega

Current Year: 2016-2017

Prepared by  
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With Consultation from  
Acting Dean Student Services  
Lucha Ortega

March 2, 2017

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**EVC Transfer Center**  
**Last Review: 2010-2011**  
**Current Review: 2016-2017**  
**Preparer's Names: Martha Hardin**  
**Acting Dean: Lucha Ortega**

## **Overview of the Program**

The Transfer & Career Centers (TCC) mission is to help students achieve their career and transfer goals by providing students with the tools and guidance to be successful. The center staff, resources and support services enable students to identify a major or field of interest. The center also provides access to online tools and one-on-one assistance to help prepare students for the transfer process to explore the career trajectory of their choice. With equity, opportunity, and social justice as our guiding principles, Evergreen Valley College (EVC) mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. The TCCs mission lines up with the college mission by striving to provide educational equity by addressing the diverse needs of the EVC student population, by providing flexible methodologies, and supportive services for our students such as offering associate degrees for transfer, certificates, career technical education, and transfer coursework. The center staff help students get familiarized with the eligibility criteria and the admissions process for CSU, UC, and private institutions through the use of web-based tools and resources. The center is also a place to explore careers, choose a major, research and apply for jobs and internships, prepare for interviews, and connect with employers.

## **Program Description**

The Evergreen Valley College Transfer Center is devoted to making transfer accessible to all students. This is accomplished by providing quality information, services, guidance, and support which directly assist potential transfer students in preparing for a four year institution. The center has a commitment to providing an environment where resources are accessible in order for students to achieve their transfer goals. The center continues to be an information resource hub designed for students, faculty, classified and community members. It offers a designated place where all individuals can access resources to help them facilitate a smooth and successful transfer along with being able to research careers, majors, and transfer options.

While it is clear that the Transfer Center serves as the focal point of transfer activities of Evergreen Valley college faculty and students, the work of improving and increasing transfer application rates with four-year institutions is the responsibility of the institution as a whole, including campus administration, instructional and student services faculty

and classified staff. Responsibility for the transfer function should not be solely confined to the Transfer Center, or fall under the prevue of the Transfer Center Counselor/Coordinator, but ideally a collaborative effort of the entire campus promoted by the Transfer Center.

In addition, Evergreen Valley College has established a Transfer Center pursuant to Title 5, Section 66738, of the California code of Regulations (see page 42). It is the intent of the Legislature that the transfer function shall be a central institutional priority of all segments of higher education in California, and that the segments shall have a fundamental policy and practice that maintains an effective transfer system.

The mission of the Transfer Center is to facilitate transfer by providing services to students in collaboration with on-campus special programs, high schools having a high proportion of student who are members of one or more ethnic minorities, and university partners. The preference and emphasis is toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities.

**Three recent accomplishments of the EVC Transfer Center:**

1. Evergreen Valley College has the second highest transfer rate to San Jose State University of any community college in the State of California from 2015 to 2017. The number of EVC transfer students to SJSU has increased by 37.3% from 315 in 2016 to 503 in 2017.
2. Students graduating with an Associate Degree for Transfer has increased by 37% from 68 in 2014 to 93 in 2015.
3. The number of Transfer Admission Guarantee (TAG) applications submitted to the University of California system has increased by 21.82% from 43 in 2015 to 67 in 2016, and by 23.88% to 83 in 2017.

**Transfer Center Three year goals:**

Three years from now we would like our program to be located in an accessible area to all students, with ample space to provide Transfer Application workshops, and private areas for CSU, UC, and Private Representatives to meet with our students. We request to move back to the Transfer/Career/Co-Op Ed Center in the Student Services Building room SC214. We would like to increase enrollment towards University of California colleges by 5%. We would like to hire a 100% Transfer Counselor/Coordinator, and 100% Program Coordinator.

**PART A: Program Effectiveness, Student Success, and Management Information Systems (MIS)**

The mission and priorities of the college include three Strategic Initiatives which are

Student-Centered, Community Engagement, and Organizational Transformation. The work of the TCC provides a student-centered environment by providing access to quality and efficient programs and services to ensure student success. Our focus is to increase access by relocating the Transfer Center, revising our Counseling 17 Transfer to Four-Year Institution Simplified and Counseling 18 Planning an Educational Future: EVC to SJSU courses for transfer which focus on programs including Associate Degrees for Transfer and Services. By relocating the Transfer Center we will increase visibility and transform the college image. We will develop strategic partnerships by working closely with CSU, UC, and Private Universities. This Organizational Transformation will create a trusting environment and a transparent infrastructure.

### **Program Goals and Areas for Improvement**

Suggestions for improvement include:

1. Relocating the Transfer Center to a more viable and accessible location in SC-214;
2. Conducting open house events along with various workshops;
3. Advocating to include a budget allocation;
5. Advocating additional or dedicated counselor to provide workshops and transfer activities;
6. Hiring a full time Transfer Counselor/Coordinator and full time Transfer Program Coordinator

By increasing the awareness of the Transfer /Career/ Co-Op Ed Center to faculty and staff, student participation and awareness of the center activities and services will increase.

### **Action Strategies and Timelines:**

Below is the Commitment to Action for the Transfer Center which goals stated below will be developed in the next three years from 2017-2020.

#### **Initiative: Student Centered**

##### *Access*

- Relocate the Transfer Center to SC-214 to offer access, student confidentiality and support for the Transfer/Career/Co-Op Ed Center priorities of accessibility and visibility
- Establish and participate with events that promote transfer opportunities/events which are highly visible to the campus community

- Offer additional college tours and field trips

#### *Curriculum and Programs*

- Reinstate Counseling 17 Transfer to Four-Year Institution Simplified (1 unit)
- Offer Counseling 18 Planning an Educational Future: EVC to SJSU (1 unit)
- Adopt program events from local CCC Transfer Centers that have proven to increase student transfers from economic disadvantaged families and from traditionally underrepresented minorities.

#### *Services*

- Update and offer additional workshops consistent to the transfer mission
- Use technology to promote the latest transfer information
- Continue to email potential transfer students who have 30+ units of transferable course work, encouraging them to meet with the transfer center counselor to establish a comprehensive educational plan.

### **Initiative: Community Engagement**

#### *Increase Visibility*

- Provide an Open House on campus
- Offer Workshops on campus
- Transfer Center Brochures on campus

#### *Develop Strategic Partnerships*

- Create new Transfer Agreements whenever possible
- Attend CSU/UC conferences

#### *Build Campus Community*

- Communicate with local CCC Transfer/Career/Co-Op Ed Center coordinators and share ideas that have increased student transfers from economic disadvantaged families and from traditionally underrepresented minorities
- Continue to host Transfer Day annually

### **Initiative: Organizational Transformation**

#### *Employee Development*

- Announce to the various campus councils information regarding transfer events
- Participate in Counseling Division meetings – transfer updates
- Participate in Student Service Council – transfer updates
- Receive appropriate technology training to uphold the transfer mission of

“visibility”

## **Program Strengths**

Since the Transfer Center was moved away from the Career/Co-Op Ed Center there has been one classified staff maintaining the transfer services for students. The development of a calendar of events is distributed each month to the EVC district to ensure information is disseminated. The Transfer Counselor assignment has been increased from a .80 FTE load to .100 FTE. A Transfer Core Team was implemented in 2015 which includes the Transfer Counselor, Transfer Program Coordinator classified staff, Career Coop. Work Experience Coordinator, a Special Programs Counselor, two Adjunct Counselors, and two Project Assistants. A Transfer Center Yearly Planning Timeline was implemented which sufficiently guided all transfer events, workshops, and deadlines, along with tracking and monitoring various projects.

## **Transfer Center Plan**

The following is an outline of tasks created specifically for the Transfer Center. These are in alignment with ED. Code Title V: Section 66736. Transfer center goals include; increase student transfer/success, strengthen and implement accountability/compliance and strengthen constituency group communications regarding student transfer.

*Monthly assignments may change, be deleted and/or added depending on the changing requirements within the private, UC and CSU Universities.*

## **Transfer Center Yearly Planning Timeline**

### **August:**

- UC TAG available (students submit September 1-30<sup>th</sup>)
- Planning and organizing for Fall and September events/Coordinate with Special Programs
- Participate with general counseling/registration (8 days within two week timeframe)
- Email students using My Web regarding the upcoming annual Transfer Day (Request list/Dolly Transferable units & 3.0 G.P.A.)
- Teach Counseling 85 (Blueprint for Success -1 unit)

### **September:**

- UC TAG workshops First two weeks Sept. 1
- Student deadline Sept. 30<sup>th</sup>
- Transfer Day event (Michael Burton AICCU-Ed. Round Table contact)
- Participate with registration counseling (4 days one week)
- Ongoing visible Transfer information table (ambassadors/counselor/Special programs)
- Last week in September provide CSU application workshops

**October:**

- October 1<sup>st</sup>, student can submit CSU applications
- CSU and UC application filing period begins for the next Fall semester
- Offer Personal Statement Workshops (Coordinate with special programs)
- October 15<sup>th</sup> UC TAG deadline
- Career fest –
- Spooktaular (Transfer Booth)
- Ongoing visible Transfer information table (ambassadors/counselor/special programs)
- Schedule Classroom presentations – General Ed. Patterns/transfer
- Teach Counseling 18 (Planning Educational Futures -1 unit)
- Annual Transfer report due to the state at the end of October

**November:**

- November 1st students can submit UC applications (closes November 30<sup>th</sup>)
- Application closing dates 11/30 for CSU and UC
- Present Classroom presentations – General Ed. Patterns/transfer (first two weeks in November)
- CSU & UC application workshops (Coordinate with special programs)
- Email UCSC TAG students regarding Pfister (Feb.) and Cooke scholarships (closes 11/30)
- Coordinators to work on online/webinar (i.e. Face book, Chat rooms, Twitter & You Tube)
- Coordinators to prepare for spring campus visits (budget required)

**December:**

- Transfer Open House
- Begin TAG follow-ups and notifications
- Eureka Exploring majors Workshops (Coordinate with special programs)
- Universities notify students if there are any problems w/application (provide drop-in counseling hours for these students)

**January:**

- January 1 – March 31<sup>st</sup> Private University TAGS available
- Planning and organizing for Spring events/Coordinate with Special Programs
- TAG follow-ups and notifications (*drop-in* available for students with TAG & UC/CSU Applicants)
- Participate with general counseling (during 3 week registration timeframe/reserve one day per week for Transfer Coordinating)
- Teach Counseling 18 (Planning Educational Futures – 1 unit)
- Receive calendar for Transfer day/College Night from AICCU notification
- Coordinate transfer day i.e. reserve Gullo II, master calendar etc.
- Provide workshop on Private Universities

**February:**

- TAG students to get transcripts sent before Feb. 15<sup>th</sup> deadline
- Begin TAG process for private institutions via drop-in
- EVC Scholarship deadline (Fin. Aid)
- Workshops (Coordinate with special programs)

#### **March:**

- March 1<sup>st</sup> Fall notifications begin
- TAG deadlines for private institutions -March 30<sup>th</sup>
- Special WST Workshop for SJSU transfer students (budget required)
- Workshops (Coordinate with special programs)
- Teach Guidance 85 (Blueprint for Success – 1 unit)
- March 30<sup>th</sup> deadline for UC non-TAG students notified
- Plan for May Graduation/Transfer Reception with Special Programs

#### **April:**

- Planning and organizing for May events
- Research and development for Transfer center
- Decision Making Workshop/How to decide what University you will attend? (Coordinate with special programs)
- Snapshot Transfer report

#### **May:**

- So You're Transferring...What's Next Workshop (Coordinate with special programs)
- Graduation/Transfer Student Reception (budget required/Coordinate with special programs)
- Update Snapshot Transfer report
- Post for students what they can do during the summer to prepare for transfer
- Graduation
- Transfer Report
- Leave next transfer steps for students to complete over the summer

#### **June:**

- June 1 deadline to decide which campus students will attend.
- Cleaning, organizing and planning

#### **July:**

- July 1<sup>st</sup> UC TAG available (students submit September 1-30<sup>th</sup>)
- Final transcript requests for transferring students
- EVC receives email from UC 1<sup>st</sup> mailer for annual Transfer Day

Other: All workshops to incorporate SLO's. Ongoing Institutional research for internal evaluation and report the achievement of transfer center plan targets, goals and expenditures supporting transfer center operations.

\* Applications will be accepted by the UC system starting November 1.

Updated: 10.17.2016 MH

## **Special Programs**

In addition, efforts were made to engage special programs to collaborate with events throughout the year. An event to honor students graduating and transferring was hosted by many special programs and the Transfer/Career/Co-Op Ed Center in May 2016. In addition, a number of campus tours were offered to different colleges and universities. Without the support of special programs, the number of students in attendance would not have been as great; it was an opportunity for all students to visit campuses they otherwise may never have been able to see. Transfer decisions and university choices were made, based on these tours.

## **EVC Transfer Day 2016**

The annual Transfer Day event was a huge success. Colleges and universities from up and down the state of California, as well as out-of-state campuses, visited EVC. Results indicate 100% of the 118 students who participated in the survey agreed Transfer Day provided awareness of Transfer Opportunities. A Survey Monkey was created to inquire feedback from University Representatives. The results showed 40% rated the event excellent, 53.33% rated very good and 6.67% rated the event Fair.

The link to the survey is: <https://www.surveymonkey.com/results/SM-K6MMF8WX/>

Because of the lack of a full-time Transfer Counselor/Coordinator, trainings were offered to all counselors to learn about the TAG and TAA process more extensively. Review of TAG's and TAA's were shared among all the counselors. Because of the lack of representative visits due to overwhelming responses from other community colleges, the Transfer Counselor provided weekly CSU and UC application workshops. Several counselors assisted these workshops. By sharing the responsibility, students and counselors formed stronger rapport. Students had the opportunity to work with one counselor who assisted them through the entire process and followed through with the universities to assure everything needed to transfer was submitted in a timely and efficient manner. In addition, the Transfer/Career/Co-Op Ed Center has an electronic research area that includes several computer workstations providing "open access" to students for electronic online TAGS, CSU and UC applications, job search, college search, and career information, as well as scholarship websites.

## **EVC Transfer Center Student Demographics**

Tables 1-20, provide information collected from students served in the Transfer center and Transfer Student counseling appointments from fall 2013 - fall 2016. Information

from Transfer Day 2013 and 2014 was not collected, however Transfer Day 2015 and 2016 information was included. Information was gathered from SARS Reports, Transfer Center Student Log, Transfer Center Call Logs, and Transfer Day signup sheets. The Transfer Counselor collected the information and entered it on an excel spreadsheet, which was then entered on a USB and given to the District Office Analyst who compiled a CROA report on Ethnicity, Age, and Gender. Duplicates were removed to reflect students served instead of how many student contacts were provided. The information from the report was compared to EVC 2015 and 2016 Scorecards, and the EVC 2015 Annual Report. The information was also compared to EVC CSU and UC Transfer Students Ethnicity, Age, and Gender from fall 2013 to fall 2016. This information was collected from the CSU Analytical Studies and UC Information center.

**EVC Transfer Center Student Demographics fall 2013 – fall 2016**

Original Excel report included 513 students served. CROA report reflects two students deleted based on student ID numbers that were not valid, these two students were included in the 7 students deleted based on no match of name. CROA report total students served 506.

Since the community college Management Information System (MIS) was established in FY99, females have represented a higher percentage of community college enrollment, remaining steady between 55 and 57 percent.

Information from: Juskiewicz, J. (2015, March). Trends in Community College Enrollment and Completion Data, 2015, Washington, DC: American Association of Community Colleges.

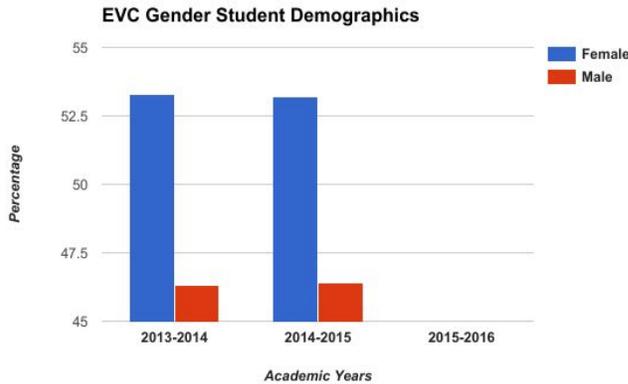
2013-2016 EVC Transfer Center student population served consisted of 55.9% female and 44.1% male (see Table 1).

**Table 1 CROA Report Gender EVC Transfer Center Student Population 2013-2016**

GENDER		
	Count	Percent
Males	223	44.1%
Females	283	55.9%
TOTAL	506	100.0%

In close agreement, the EVC 2015 and 2016 Student Success Scorecard reports similar gender percentages (see Table 2).

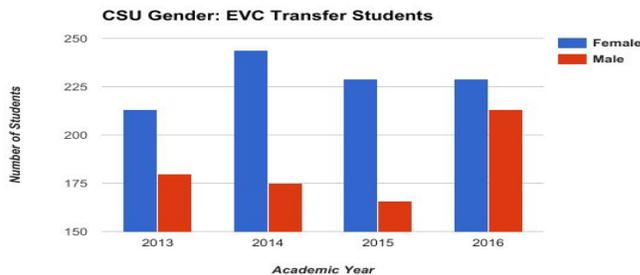
**Table 2 Gender EVC 2015 and 2016 Student Success Scorecard**



From 2013-2015, EVC Male enrollment remained steady at 46%, while Female enrollment remained steady at 53%.

Shown in Table 3, 2014 EVC female CSU transfers increased by 12.7 percent, then decreased 6.1 percent remaining steady for the next two years from 2015 - 2016. In comparison, male CSU transfers decreased 2.7% in 2014 and 5.1% in 2015. In 2016, male CSU transfers increased significantly by 22%. From 2013 - 2016, women have had a higher transfer rate than men.

**Table 3 Gender EVC CSU Transfer Students 2013-2016**



**Information from CSU Analytic Studies**

In October 2014, the National Center for Education Statistics (NCES), part of ED, issued its report on fall enrollment. According to the NCES report, which is based on data obtained from the Integrated Postsecondary Education Data System (IPEDS), 2-year public institutions experienced the second largest decrease in enrollment for the previous 2 years. The decrease in EVC male CSU transfers reflects reports which indicate a continued nationwide decline in community college enrollment. During the last 24-month period between fall 2012 and fall 2014, the drop in enrollment at community colleges has held steady at around 3%. Explanations for these findings and the increase in EVC CSU male transfers may well rest with student demographics and other factors associated with the status of the economy.

Information from: Juskiewicz, J. (2015, March). Trends in Community College Enrollment and Completion Data, 2015, Washington, DC: American Association of Community Colleges.

The average age of EVC Transfer Center Students served is 27, the youngest student served is 18 and the oldest 98 (see Table 4).

**Table 4 CROA Report Age EVC Transfer Center Student Population 2013-2016**

<b>AGE: Range</b>	
MIN	18.0
MAX	98.0
Average	27.4
Median	24.0

In comparison to the 2015 and 2016 EVC Student Success Card age 20-24 is the highest population at 36% and under 20 yrs old is the second highest population at 27.4% - 28.2% (see Table 5).

**Table 5 EVC Student Success Scorecard 2016 (based on 2014-15 information) and 2015 (based on 2013-14 information)**

Student Information (2013-2014)		(2014-2015)	
<b>Students</b>	<b>13,621</b>	<b>Students</b>	<b>13,662</b>
<b>AGE</b>		<b>AGE</b>	
<b>Under 20 years old</b>	<b>27.4%</b>	<b>Under 20 years old</b>	<b>28.2%</b>
<b>20 - 24 years old</b>	<b>36.2%</b>	<b>20 - 24 years old</b>	<b>36%</b>
<b>25-39 years old</b>	<b>24.3%</b>	<b>25 - 39 years old</b>	<b>24.3%</b>
<b>40 or more years old</b>	<b>12%</b>	<b>40 or more years old</b>	<b>11.4%</b>
<b>Unknown age</b>	<b>0.2%</b>	<b>Unknown age</b>	<b>0.1%</b>

The EVC Transfer Center program’s population reflects the college demographic data, serving a student population representing the diversity of Evergreen Valley college which represents the diversity of the greater San Jose Area (see Table 6).

**Table 6 CROA Report Ethnicity EVC Transfer Center Student Population 2013-2016**

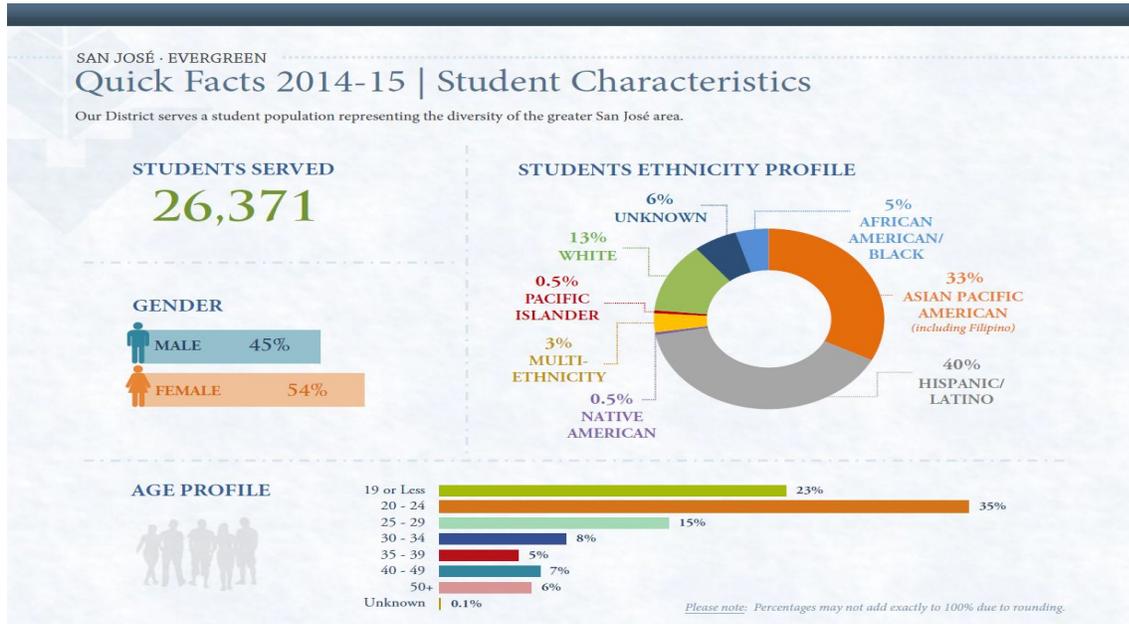
RACE/ETHNICITY	Count	Percent	
Asian	88	17.4%	includes Asian Indian, Asian Vietnamese, Asian Chinese, and Asian Other
African American	13	2.6%	
Caucasian/Non-Hispanic	21	4.2%	
Filipino	27	5.3%	
Hispanic	92	18.2%	includes Hispanic/Mexican American and Hispanic/Central American
Other Non-White	2	0.4%	
Native American	3	0.6%	
Pacific Islander	2	0.4%	includes Pacific Islander/Hawaiian
Unknown	8	1.6%	
Decline to State	124	24.5%	
Blank	126	24.9%	
TOTAL	506	100.0%	

The two highest ethnicity populations served in the Transfer Center from 2013-2016 are Hispanics at 18.2% and Asians at 17.4%. It is important to note 24.5% declined to state ethnicity and 24.9% left the question blank.

**SJECED Quick Facts for 2014 – 2015 Ethnicity, Age, and Gender**

In close agreement, the SJECED Quick Facts for 2014 - 2015 which includes both EVC and SJCC campus information has similar numbers in age, gender, and ethnicity to the EVC Transfer Center serving a student population representing the diversity of the greater San Jose area. (Shown in Table 7).

**Table 7 SJECCD Quick Facts for 2014 – 2015 Ethnicity, Age, and Gender**



The percentage of Genders, Ethnicity, and Age of the student population served by the EVC TCC are in close agreement with the EVC 2015 and 2016 Student Success Scorecard percentages.

Click here [2015 EVC Student Success Scorecard](#)  
Based on 2013 - 2014 Information

Click here [2016 EVC Student Success Scorecard](#)  
Based on 2014 - 2015 Information.

## Evergreen Valley College

The student population described are based on the 2014-15 academic year.

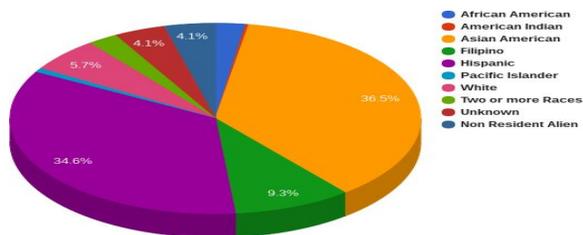
### STUDENT INFORMATION

Students	13,621		
	GENDER		ETHNICITY/RACE
Female	53.2%	African American	3.0%
Male	46.4%	American Indian/Alaska Native	0.5%
Unknown	0.3%	Asian	32.5%
AGE		Filipino	6.9%

Less than 20 years old	28.2%	Hispanic	38.6%
20 to 24 years old	36.0%	Pacific Islander	0.5%
25 to 39 years old	24.3%	White	8.4%
40 or more years old	11.4%	Two or more Races	2.6%
Unknown	0.1%	Unknown	7.0%

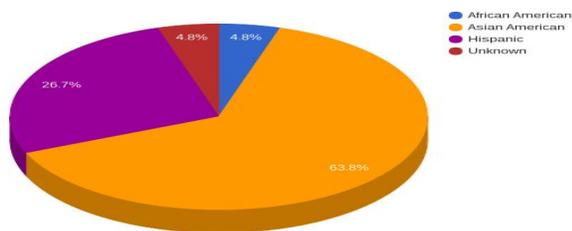
Asian Americans and Hispanics also represent the two highest rates of EVC CSU transfers shown in Table 8 and EVC UC transfers shown in Table 9.

**Table 8 EVC CSU Admitted Transfer Students Ethnicity 2014-2015**



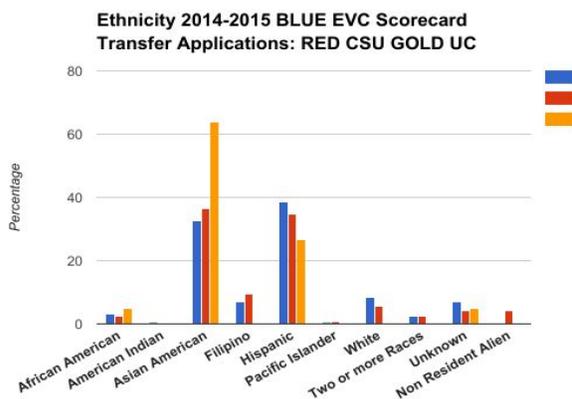
[Information from: CSU Analytic Studies](#)

**Table 9 EVC UC Transfer Students Ethnicity Applications Submitted 2014-2015**



[Information from U C Information Center](#)

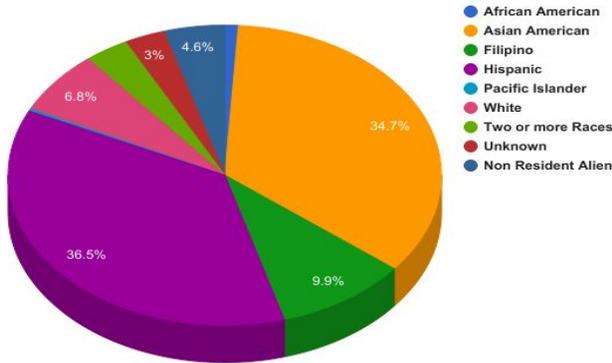
**Table 10 Ethnicity 2014-2015 EVC Scorecard, EVC CSU and UC Transfer Students**



In 2014-2015, Asian Americans represented 63.8% of EVC UC transfers applications submitted compared to Hispanics representing 26.7%. The difference in EVC CSU transfer rates of Asian Americans 36.5% and Hispanics 34.6% was significantly small.

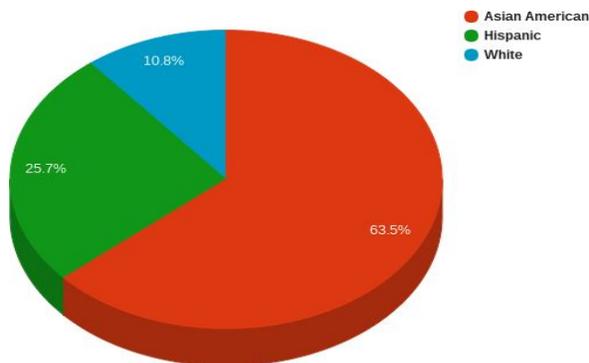
In 2015-2016, Asian Americans and Hispanics represented the highest population of EVC CSU and UC transfers. The difference in CSU Admitted students for Asian Americans 34.7% compared to Hispanics 36.5% was significantly small shown in Table 11. The difference in EVC UC transfer students, Asian Americans 63.5% compared to Hispanics 25.7% was significantly high shown in Table 12.

**Table 11 EVC CSU Admitted Transfer Students Ethnicity 2015-2016**



[Information from: CSU Analytic Studies](#)

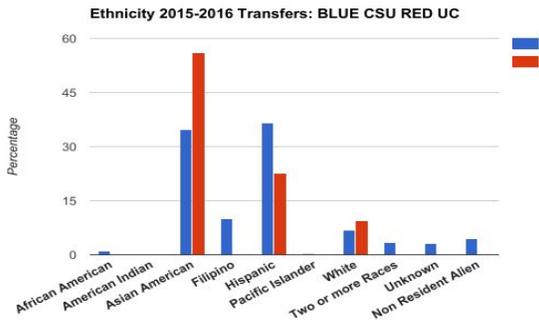
**Table 12 EVC UC Applications Submitted Ethnicity 2015-2016**



[Information from: UC Information Center](#)

In 2015-2016, Asian Americans represent the highest amount of UC transfers at 55.9% a significant difference from Hispanics at 22.6%. Hispanics represent the highest amount of CSU transfers at 36.4%, a small difference from Asian Americans at 34.6% (Shown in Table 13).

**Table 13 Ethnicity EVC CSU and UC Transfer students 2015-2016**

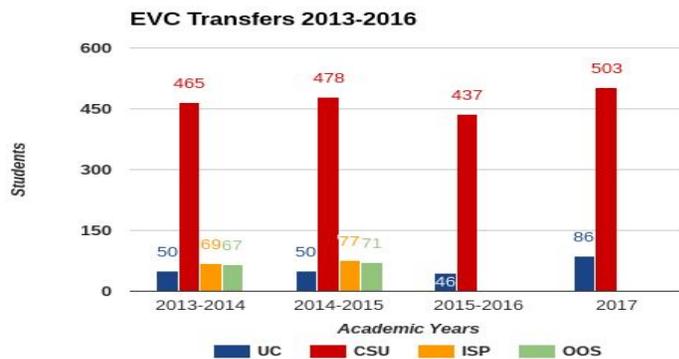


**MIS Data**

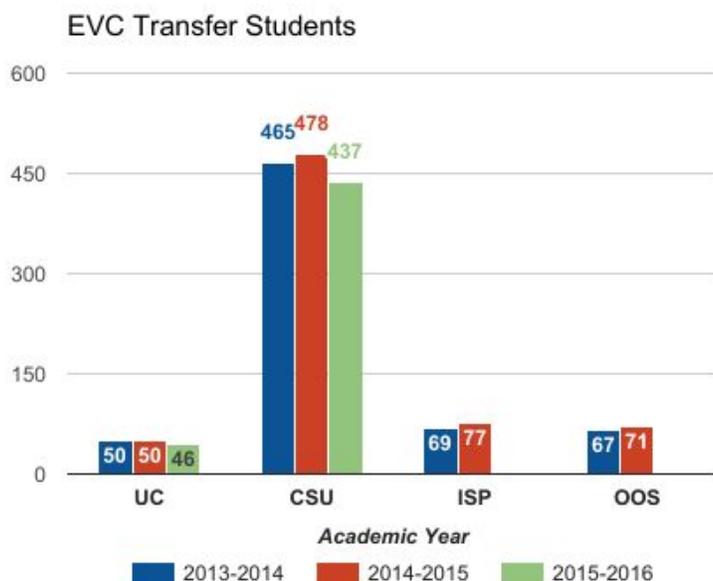
The transfer center Program Coordinator is responsible for entering data into our SARS system to reflect the number of students who visit the Transfer Center and attend Workshops. Our SARS system is used to track Transfer Student appointments. Currently, we do not have a Transfer Director, therefore the Transfer counselor provides this information in our Annual Transfer Review report to the State Chancellor’s office.

Show in Table 14, The number of EVC transfer students to a CSU has increased by 7.5% from 465 in 2013/14 to 503 in 2017. We expect this percentage to increase as 503 only reflects SJSU enrollment, information for other CSUs have yet to be released. The number of UC transfer applications has increased by 58% from 50 in 2013/14 to 86 in 2017.

**Table 14 EVC Academic Year Transfer Rates**



**Table 15 EVC Transfer Students Enrollment 2013 - 2016**



University of California (UC), California State University (CSU), In-State Private Institutions (ISP), and Out-of-State Institutions (OOS). 2015 - 2016 Information not yet available for ISP and OOS.

	2013-2014	2014-2015	2015-2016
University of California (UC)	50	50	46
California State University (CSU)	465	478	437
In-State-Private (ISP)	69	77	TBD
Out-of-State (OOS)	67	71	TBD
Total	651	676	TBD

\*Data Source: (1) California Community Colleges Chancellor's Office DataMart 'Transfer Volume' report; (2) Volume of transfers to CSU; (3) University of California Information Center 'Admissions by source school' report.

**Data and Baselines**

Below is the current chart for TAA's and TAG's. At the time of this report, not all data has been updated by the State of California for accurate reporting. It is important to note that Evergreen Valley College currently has the second highest transfer rate to SJSU of any Community college in the state for 2015 and 2016. We have increased the rate of

CSU transfer applications by 37.3%, and students graduating with Associate Degrees for Transfer by 37%. We have increased our rate of UC TAG applications started by 23.88% and applications submitted by 21.82%.

**CSU Transfer Admission Application (TAA)  
U C Transfer Admission Guarantee (TAG)**

<b>TAA/TAG Submitted</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
UC	54	43	67	83
CSU	419	395	442	691
<b>Total</b>	<b>473</b>	<b>438</b>	<b>509</b>	<b>774</b>

**Breakdown by UC Campus**

UC Davis	25	16	35	26
UC Irvine	2	6	5	13
UC Merced	1	0	0	2
UC Riverside	0	0	3	4
UC Santa Barbara	4	5	5	11
UC Santa Cruz	10	16	19	27
UC San Diego discontinued 2015	12	0	n/a	n/a
<b>Total UC TAG</b>	<b>54</b>	<b>43</b>	<b>67</b>	<b>83</b>

\*Based on:

Transfer Pathway Charts for EVC

**Transfer Career Center Advisory Board**

With the change in leadership, and no permanent Transfer Center Counselor/Coordinator in place, the Advisory Board is currently dormant. There are no plans to reactivate the Advisory Board in 2017 as is not mandatory to have an Advisory Board. We will reassess this once we have a full time Transfer Center Counselor/Coordinator, are relocated to SC-214, and have ample space for meetings. In the meantime, a Transfer Core Team was implemented in 2015 which includes the Transfer Counselor, Transfer Program Coordinator classified staff, Career Coop. Work Experience Coordinator, a Special Programs Counselor, two Adjunct Counselors, and two Project Assistants. The Transfer Core Team members are responsible for suggesting current transfer information to update the Transfer Career Center website, a schedule for university representative visits, marketing tools to promote EVC Transfer, event calendars, and assisting with the coordination of EVC Transfer Day.

## **PART B: Program Access**

The Transfer/Career/Co-Op Ed Center is currently located in an open area on the second floor in the Student Services Building. The original plan for the Transfer/Career/Co-Op Ed Center was designed to be housed in the Student Services Building in room SC214. This location granted identifiable access to students, faculty, and staff; however the plan was modified at the very end of final construction in 2005. During the time of the building remodel, it became apparent that additional space was needed to house the department of Outreach and Recruitment. Therefore, the original plan was modified and the entrance to the Transfer Center and Co-Op Ed. Work Experience, the office designated for visiting college representatives, and the surrounding computers, bookcases and desks were assigned to Outreach and Recruitment. This addition to the area significantly impacted both the Transfer Center and Co-Op Ed. Ed. Work Experience. The access for students to the department was no longer clearly defined. With the vacancy in 2009 of the Transfer Center Counselor/Coordinator, a decision was made to relocate the Transfer/Career/Co-Op Ed Center to the central hub on the Mauro Chavez Building. In 2010, a decision was made to lease the area designated to Outreach and Recruitment to Cal SOAP. The Transfer Career center is currently located on the counseling platform which offers optimum or lacks optimum service to students-lack of privacy etc. We served approximately 561 students last year 2016.

### **Access Concerns**

The following are some of the weakness that affected the program:

#### **Facilities**

The original location of the Transfer/Career/Co-Op Ed Center never came to fruition. The original plan was designed to create adequate accessibility by having a main entrance for students and the campus community. The design included an area for workshop utilization and had adequate space for a private office accessible for visiting college representatives, interns, etc. The original area was given to Outreach and Recruitment, and the original intention for the center was lost; i.e. lack of workshop space, inadequate space for college representatives and no access for student confidentiality. In 2010, the area given to Outreach and Recruitment was leased to CalSoap.

The Program Specialist, which supports both the Transfer Center and The Co-Op. Ed Coordinator, has moved to the general counseling area. The move creates confusion and some frustration for students as they come back and forth to both areas.

## Requirements

The College itself experienced a high turnover in administration over the last three years. This included a change in the Dean of Counseling, the Vice-President of Student Affairs, and the loss of a full-time transfer center counselor/coordinator. With change in leadership and no full-time faculty member assigned to transfer, the center provided the best possible services to students with the resources that were available. Although it is recommended by the CCC Transfer Center Directors Association, the program is not required to have a full time director or Advisory Board. Due to funding we have no Transfer Director. Currently, there are no plans to reactivate the Advisory Board in 2017. We will reassess this once we have a full time Transfer Center Counselor/Coordinator, are relocated to SC-214, and have ample space for meetings.

## Internal Factors

The staffing section for the California Community College Transfer Center Directors Association report entitled "California Community College Transfer: Recommended Guidelines," published in spring of 2014 states the following:

*The Transfer Center Directors Association recommends that at minimum, staffing consist of:*

- *One faculty director assigned fulltime to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalent, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;*
- *At least one to two full-time counseling faculty positions or more depending on size of campus and scope of the transfer program; and*
- *One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.*

This recommended staffing structure is based on fifteen years of experience of the California Community College Transfer Center Directors Association report lists the responsibilities of the Transfer Center Director, Transfer Center Counselor, Transfer Center Support Staff, Campus-wide Instructional Faculty, and the Transfer Responsibilities of Baccalaureate-level colleges and universities.

## California Community College Transfer Center Directors Association Report

### RESPONSIBILITIES OF THE TRANSFER CENTER DIRECTOR

The primary responsibility of the Transfer Center Director is to coordinate the college's transfer function. The Director should be responsible for many of the following activities and should have a keen sense of all of the activities and programs in support of transfer that takes place throughout the campus. "The faculty that serve in the capacity of

Transfer Center Director are in the position to provide essential leadership for their college in ensuring that transfer as a mission is an institutional commitment.”<sup>41</sup> Some of the following activities, however, may be carried out by other members of campus staff.

1. Serving as the primary contact person for inquiries from community college administrators, faculty, staff, students and the community concerning the college’s transfer programs and services.
2. Serving as a liaison between the community college and baccalaureate-level universities in regards to admission policies and transfer requirements.
3. Working with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college. Is the transfer mission clearly articulated in the college’s mission statement and goals? Is transfer information clearly conveyed on the college website and in the college catalog, class schedule, newsletters and brochures? Does the campus provide for adequate transfer facilities and adequately trained staff to ensure a strong and viable transfer program? Are the fiscal needs of the transfer function considered in the budget planning process? Does the college offer a curriculum that supports transfer, and are the lower division requirements of nearby institutions considered in curriculum development?
4. Working with college administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships.
5. Informing the college’s academic senate of critical transfer initiatives and policy changes, and encouraging the participation of instructional faculty in the development, implementation and evaluation of transfer efforts. Working with instructional faculty to incorporate the transfer function as a part of the syllabus of select courses offered at the community college.
6. Chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include a governing board member, an academic senate representative, instructional and counseling faculty, students, administration, student services and representatives from local universities.
7. Working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.

8. Directing the Transfer Center and its budget, and directing the activities of the Transfer Center staff.
9. Providing ongoing information and training to counselors and Transfer Center staff regarding new transfer options, changing requirements, university selection criteria, ASSIST and university application procedures to ensure that accurate and up-to-date information is being conveyed to students.
10. In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities; research regarding transfer requirements to independent or out-of-state universities; or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.
11. Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC Chancellor's Office) and redirecting these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
12. Identifying and purchasing resource books and materials necessary to assist students with their research in transitioning from a community college to a university, such as college and university catalogs, university reference guides, scholarship reference guides and other resource books and published materials that will assist students with the college admissions process.
13. Directing the college's Transfer Admission Agreement (TAA or TAG), Dual Admissions and Associate Degree for Transfer programs with universities.
14. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students including EOPS, DSPS, Foster Youth, Puente, Veterans and Umoja students. Note: Because Puente Programs focus on Latino culture and literature they tend to include large numbers of low-income and first-generation college students.

15. Encouraging and participating in campus wide efforts to identify and remove barriers to the retention and transfer of all students including low-income, disabled and first-generation college students. Assisting in campus wide efforts to develop strategies to improve the transfer rate for these students.
16. In conjunction with regional universities, developing and implementing methods to evaluate the effectiveness of local transfer activities.
17. Encouraging staff from university admissions office to participate in Transfer Center activities: to meet regularly with potential transfer students to discuss academic options, evaluate transcripts, and assist in planning transfer coursework; to provide transfer and application workshops for students; to attend Transfer Center Advisory Committee meetings; and to attend annual College Day/Transfer Night programs. University staff have asked that a single location be identified at each community college as their point of contact for all transfer activities.
18. Directing the Transfer Center's university tour program.
19. Contacting other California Community College campuses that have strong Transfer Center programs to obtain information and assistance in the development of transfer activities.
20. Attending regional Transfer Center Directors meetings coordinated by the CCC Chancellor's Office and attending the annual CCC Statewide Transfer Center Directors meeting. In addition, attending transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
21. Writing and submitting the annual Transfer Center Report to the CCC Chancellor's Office.
22. Reporting to the college governing board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.
23. Serving as a member of WACAC and participating on WACAC's Transfer Advocacy Committee.

## **MAJOR RESPONSIBILITIES OF TRANSFER CENTER COUNSELORS**

Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the center, including:

1. In conjunction with the Counseling Department, provide transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators, or instructional faculty; the evaluation of independent and out of state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities; research regarding transfer requirements to independent or out-of-state universities; or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.
2. Checking Transfer Admission Agreements for completion and accuracy prior to sending them to the universities for approval.
3. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled and first-generation college students, veterans, and foster youth.
4. Encouraging and participating in campus wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students. Assisting in campus wide efforts to develop strategies to improve the transfer rate for these students.
5. Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of College Day/Transfer Night.
6. Assisting in the creation and operation of technology enhanced transfer counseling, i.e., online charts with university representatives for transfer students.

### **MAJOR RESPONSIBILITIES OF THE TRANSFER CENTER'S SUPPORT STAFF**

The responsibilities of support staff working in the Transfer Center include the following:

1. Working at the front line of the Transfer Center to greet students, answer their transfer questions, and refer them to Transfer Center Counselors or to the Counseling Department as appropriate.
2. Publishing a calendar (both online and in print) of Transfer Center activities to inform students and the campus community of ongoing transfer activities taking place on campus.
3. Assisting students with transfer research using both on-line and in-print resources.
4. Assisting students with university applications.

5. Monitoring and tracking all incoming and outgoing transfer admission agreements (TAAs), which includes maintaining a database of mailed/ approved/ denied TAAs, and notifying students and counseling faculty of TAA status.
6. Developing communication tools to publicize Transfer Center activities to the campus, including posters, social media and any tools used on campus to promote activities.
7. Scheduling appointments for visiting university representatives and Transfer Center counselors.
8. Ordering and maintaining all transfer resource books and materials.
9. Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.
10. Supervising student employees.

### **CAMPUS-WIDE RESPONSIBILITIES FOR THE TRANSFER OF LOW-INCOME, DISABLED AND FIRST-GENERATION COLLEGE STUDENTS**

It is essential that Transfer Center Directors and Counselors work with all existing special programs on campus that serves to facilitate and promote the retention and transfer of low-income, disabled and first-generation college students. This will ensure the efficient use of resources and avoid duplication of efforts.

Activities that support low-income, disabled and first-generation college students may include the following:

1. Provide classroom presentations and transfer workshops for programs that support low-income, disabled and first-generation college students, particularly programs such as EOPS, Puente, DSPS and Umoja, as well as student clubs and organizations.
2. Making sure that low-income, disabled and first-generation college students receive transfer information.
3. Encouraging instructional components to establish tutoring and study groups in transfer-level and transfer-preparatory courses-particularly for English and mathematics courses.

4. Providing role models and mentors, such as community members, university admissions representatives and faculty, who will meet with students and encourage them to complete their transfer goals and show them various methods for funding their college education.
5. Bringing motivational speakers to campus who can address the issues of low-income, disabled and first-generation college students and who will encourage students to stay on track with their transfer goal.
6. Encouraging the development of a diverse curriculum that will support a diverse campus culture and that validates and addresses the issues that low-income, disabled and first-generation college students encounter.
7. Working with students to identify barriers to retention and transfer and developing strategies to overcome such barriers.
8. Designing programs and activities that familiarize students with the university environment.
9. Advocating for additional resources to meet the transfer needs of low-income, disabled and first-generation college students.

## **TRANSFER: RESPONSIBILITIES OF THE INSTRUCTIONAL FACULTY**

The statewide Academic Senate for the California Community Colleges has recognized transfer preparation as a responsibility of local Academic Senates. In recognition of the importance of a coordinated transfer effort, the report states that, "Central to improving the transfer of students is the need for collaborative efforts among Transfer Center faculty and campus-wide programs and services at community college and baccalaureate institutions."<sup>52</sup>

Instructional faculty can be involved in local transfer efforts by participating in the following activities:

1. Inviting Transfer Center Coordinators to the classroom so they can better inform instructors and students of new and changing transfer requirements.
2. Encouraging transfer as an institutional responsibility, and advocating for a strong transfer curriculum, Transfer Center and Articulation Office.

3. Researching articulation agreements and the lower division curriculum of nearby university partners prior to making decisions regarding course additions and deletions from the curriculum, and encouraging the establishment and maintenance of local agreements.
4. Engaging in discipline-specific dialogues with university partners to ensure appropriate curriculum content and sequencing of courses relative to the transfer process.
5. Engaging in the design, implementation and evaluation of Transfer Center programs/activities.
6. Helping to refer potential transfer students to the Transfer Center or Counseling Department, and making sure to include economically disadvantaged and traditionally underrepresented college students.
7. Reinforcing the importance of transfer through the development of classroom assignments and projects.
8. Describing for students their academic disciplines and suggesting institutions that offer strong programs in these areas of study.

## **TRANSFER: RESPONSIBILITIES OF BACCALAUREATE-LEVEL COLLEGES AND UNIVERSITIES**

The support and participation of Admissions staff from baccalaureate-level colleges and universities in community college transfer programs are critical to the success of these programs. University Admissions staffs need to work closely with Transfer Center Coordinators and Articulation Officers to develop and maintain a successful transfer effort.

Transfer Center staff should work with and encourage university staff in the following ways:

1. UC and CSU jointly develop and maintain, disseminate a common core curriculum in general education courses for the purposes of transfer.
2. CCC, CSU, UC jointly publish and distribute transfer core curriculum to all CCC's, and public schools with emphasis on having a high proportion of students who are members of one or more ethnic minorities.

3. Working with Transfer Center Directors to coordinate additional outreach needs: university tours, motivational or informational workshops, and organizing inter-institutional meetings to develop, coordinate and evaluate regional transfer programs.
4. Providing essential transfer information to Transfer Center Directors including quarterly transfer numbers (the number of students who applied, were admitted, and who enrolled) to each of the community colleges, new or changing admission requirements or selection criteria, and departmental (major and program) updates.
5. Coordinating transfer admission agreement programs and other transfer programs in collaboration with CCC Transfer Center Coordinators.
6. Maintaining a high level of commitment by attending the scheduled Transfer Day/College Night Programs sponsored by the Intersegmental Coordinating Council (ICC), and regional college fairs.
7. Participating in the Transfer Center Advisory Committees of regional community colleges.

These guidelines are intended to equip the Transfer Center personnel in fulfilling their responsibilities and reminding administrators, faculty, and staff of the critical role each of us play in helping all students seeking transfer as a viable option to achieve a successful and smooth transition to the 4-year institution.

***Impact: The limited number of transfer counselors/staff hinders more outreach. The sooner the Transfer/Career/Co-Op Ed Center can contact a student, the smoother their overall transition to the four-year institution will be.***

### **Current Staffing Challenges**

The Transfer Center currently lacks a Transfer Director, Transfer Counselor/Coordinator, and a Transfer Program Coordinator. Currently, a general counselor and an interim Transfer Program Coordinator are staffing the center. The college is in the process of hiring a Transfer Program Coordinator however plans to hire a .100 FTE Transfer Counselor/Coordinator are on hold due to a budget crisis.

### **Transfer Services:**

The successful transfer of EVC students to a wide variety of in-state and out-of-state colleges and universities is a high priority for the college. The Transfer Career Center is committed to providing services which directly assist potential transfer students in preparing for upper division coursework at a four-year college or university. Inreach efforts are made to identify and encourage students who have chosen, or who may choose, to transfer as their educational goal. The EVC Transfer Career Center also works closely with many four-year institutions to facilitate the transfer process.

### **Transfer services include:**

- Information on TAA/TAG, and ADT's (AA-T, AS-T)
- Transfer Day – Fall Semester (September)
- Workshops –Career Café Know Your Major, Eureka Career Exploration, CSU application, UC TAP/TAG/Apply, and UC Personal Insight
- University representative table visits
- Advising sessions with CSU, UC, and private University Representatives
- Campus tours and field trips

### **Resources Available in the Center:**

- College/University catalogs and brochures
- Career & Transfer Reference materials and websites
- ASSIST.org (web-based student transfer information system)
- Web-based career exploration tools-Cacareerzone.org, Cacareercafe.com
- Student Success Workshops online at StudentLingo.com/evc
- Inner Heroes and a wide array of other personality and career assessments
- Eureka.org (The California Career Information System)
- Cooperative Education Work Experience

### **PART C: Student Learning Outcomes (SLO's)**

In 2015, TCC (previously known as CTC) Program Services SLO's were assessed during Overview workshops, Transfer Day Workshops, and Transfer Day Event. The student learning outcomes (SLO's) below address and encompass the students' university readiness (see Table 16).

**Table 16 EVC 2015 Transfer Center Student Learning Outcomes**



Evergreen Valley College

**Student Services SLO and Assessment Matrix**



Program/Service: Career & Transfer Center (C&TC)

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups, student transfer rates...	Evaluation Timeline	Assessment Results summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
<a href="#">Add</a> <a href="#">Remove</a>	1 C&TC Program Services Overview Workshops	EVC students who visit the C&TC through a class visit.	* Identify various services offered through the Career & Transfer Center  * Identify online career assessment tools for exploration and assessment	Pre & Post Survey	9/24/15 - 10/13/15	Three different cohorts of students were evaluated. The first cohort A (35 students) was assessed on 9/24/15. Cohort (A) showed an average growth margin of 9% on the post survey. Cohort B (12 students) assessed on 10/9/15 showed an average growth margin of 10%. Cohort C (7 students) showed an average growth margin of 19%. The aggregate data reflects a 20-40% growth range across all students.	The assessment results from cohort A were used as a guide to inform and modify instruction. For the next two cohorts B & C, the C&TC Coordinator incorporated a guided demonstration on how to locate, navigate and utilize the on-line career exploration tools available on the C&TC web page. As a result, cohorts B & C showed an increased average growth margin on the post survey.
<a href="#">Add</a> <a href="#">Remove</a>	2 Transfer Day Event	EVC Students who listed Transfer as an educational goal	* Identify some four year public and private institutions that offer transfer opportunities to EVC students (UC's, CSU's, private colleges)  * Acquire useful information regarding college transfer opportunities and requirements	Post Event Survey	9/30/15	91.5% of 106 student respondents achieved the maximum score on the Post Event Survey.	Based on the results of this survey, the C&TC will continue to offer the Transfer Day event and will continue to utilize the same assessment tool for next year.
<a href="#">Add</a> <a href="#">Remove</a>	3 Transfer Workshops	EVC Students who listed Transfer as an educational goal	* Recognize colleges/universities offering Transfer Admission Agreements (TAG) and/or Associate Degrees for Transfer (AA-T, AS-T)  * Recognize the steps of the college transfer process	Pre & Post Survey	Fall 2016		
<a href="#">Add</a> <a href="#">Remove</a>	4						

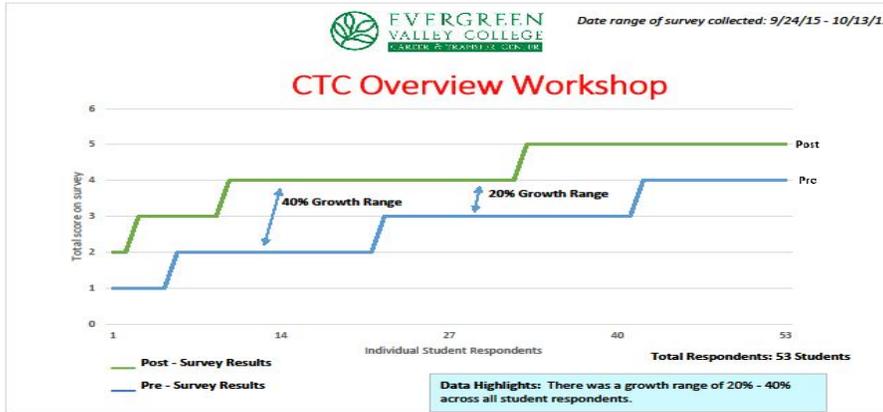
**EVC 2015 TCC Program Overview Workshops SLO's:**

**Target Population: EVC students who visit the C&TC through a class visit.**

- Student will be able to identify various services offered through the Career & Transfer Center.
- Student will be able to identify online career assessment tools for exploration and assessment.

Based on the pre and post survey results from students, the workshops were successful in helping students meet the SLOs identified for the workshops. The aggregate data reflects a 20-40% growth range across all students (see Table 17).

**Table 17 EVC 2015 TCC Program Overview Workshops SLO Results**



10/15/15 J.Vo, A. Nguyen

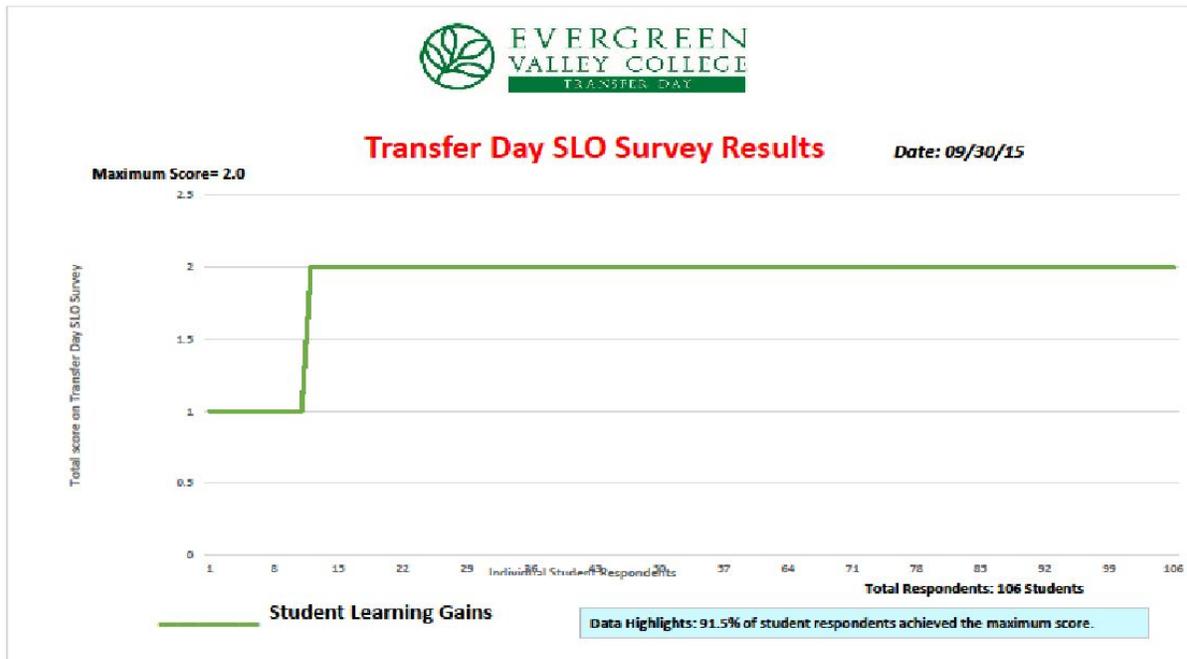
### **EVC 2015 Transfer Center Transfer Day SLO's**

**Target Population: EVC Students who listed Transfer as an educational goal.**

- Student will be able to identify some four year public and private institutions that offer transfer opportunities to EVC students (UC's, CSU's, private colleges).
- Student will be able to acquire useful information regarding college transfer opportunities and requirements.

Based on the results of this survey, 91.5% of 106 student respondents achieved the maximum score on the Post Event Survey. We are pleased with these results however would like to increase by 5% next year 2017 (see Table 18).

**Table 18 EVC 2015 Transfer Center Transfer Day SLO's**



10/06/15 J. Vo, A. Nguyen

**EVC 2015 TCC Program Transfer Workshops SLO's:**

**Target Population: EVC Students who listed Transfer as an educational goal.**

- Student will recognize colleges/universities offering Transfer Admission Agreements (TAG) and/or Associate Degrees for Transfer (AA-T, AS-T).
- Student will recognize the steps of the college transfer process.

The evaluation of the Transfer Workshops were not assessed due to a change in program coordinators.

## **TCC Program 2016 Transfer Day SLO's**

### **Target Population: EVC Students who attended Transfer Day**

In 2016, Student Learning Outcomes for the Transfer Day event were developed with input from the Transfer Center Counselor, Dean of Counseling, and Transfer Core Team. SLO results are shown in Figure .

- Transfer Day event provided awareness of transfer opportunities to one of the four-year colleges/universities represented.
- The materials and information given by the representatives was useful.
- I learned which universities offer my major
- I learned about the Transfer application process

The annual Transfer Day was a huge success. Colleges and universities from up and down the state of California, as well as out-of-state campuses, visited EVC on one day.

Students gained a wealth of knowledge and gathered material on colleges they were considering transferring to. Survey results were collected and inputted into an SLO Matrix. Results indicate 100% of students who submitted the survey agreed that the Transfer day event provided awareness of transfer opportunities. A survey was also provided to representative. Results of the representative survey showed 43% rated the event as excellent, and 57% rated the event as very good. The link to the survey results is located at:

<https://www.surveymonkey.com/results/SM-K6MMF8WX/>

**Table 19 EVC 2016 Transfer Day Event SLO Matrix**



Evergreen Valley College



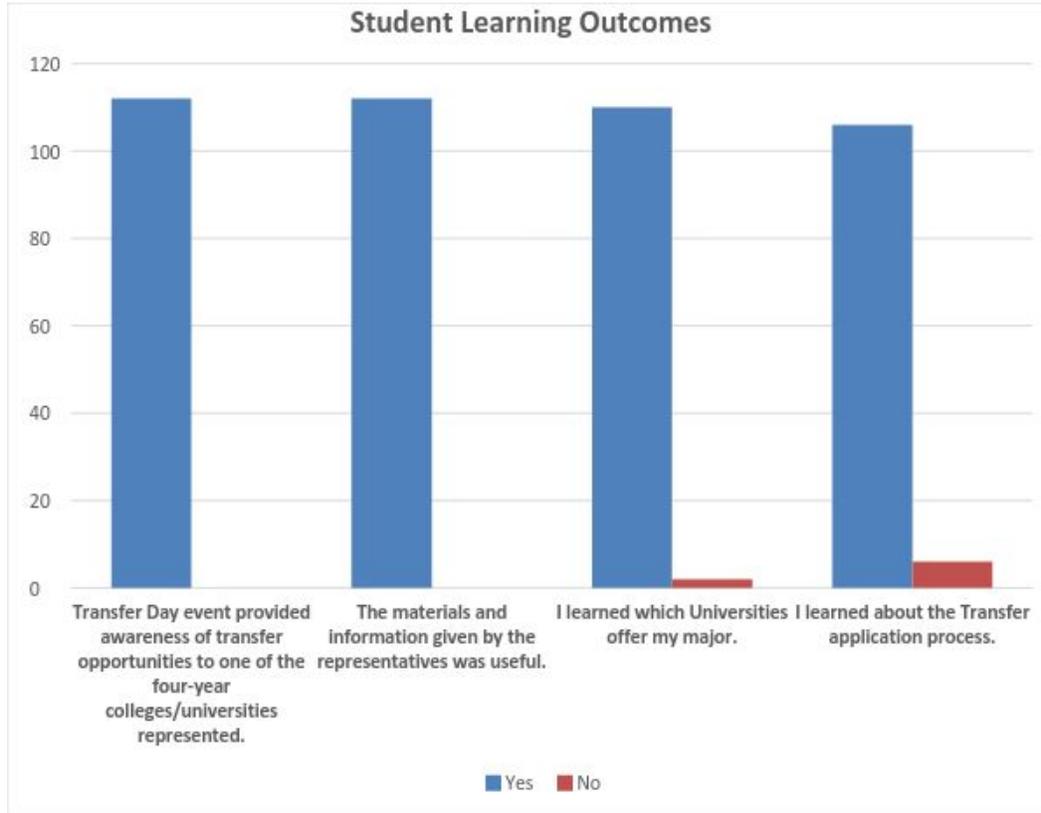
**Student Services SLO and Assessment Matrix**

Program/Service: **Transfer & Career Center (TCC)**

	Core Activity or Service	Target Population	Student Learning Outcomes <i>Acquired from core activity</i>	Assessment Tool <i>Pre/post test or survey; focus groups; student transfer rates...</i>	Evaluation Timeline	Assessment Results <i>Summarize collected data including how data were collected and number of students.</i>	Analysis/Action Plan and Timeline <i>What changes will be made to program, service or SLO and when?</i>
<input type="button" value="Add"/> <input type="button" value="Remove"/>	1 Transfer Day Event	EVC Students who attended the event	Transfer day event provided awareness of transfer opportunities to one of the four year colleges/universities represented.	Post survey	fall 2016	100% of the 112 students who submitted the survey agreed that Transfer Day event provided awareness of transfer opportunities to one of the 4 year colleges/universities.	Although the results are satisfactory we will assess the SLO in fall 2017.
<input type="button" value="Add"/> <input type="button" value="Remove"/>	2 Transfer Day Event	EVC Students who attended the event	The materials and information given by the representatives was useful.	Post survey	fall 2016	100% of the 112 students who submitted the survey stated the materials and information given by the representatives was useful.	Although the results are satisfactory we will assess the SLO in fall 2017.
<input type="button" value="Add"/> <input type="button" value="Remove"/>	3 Transfer Day Event	EVC Students who attended the event	I learned which universities offer my major.	Post survey	fall 2016	98% of the 112 students stated they learned which universities offer their major. Two students stated they did not learn which universities offer their major.	The EVC Transfer core team will ask Transfer representatives to provide a handout of majors offered for each college/university. We will distribute these handouts during the event, and reassess this SLO in fall 2017.
<input type="button" value="Add"/> <input type="button" value="Remove"/>	4 Transfer Day Event	EVC Students who attended the event.	I learned about the Transfer application process.	Post survey	fall 2016	94% of the 112 students stated they learned about the Transfer application process. Six students stated they did not learn about the Transfer application process.	Three application workshops and brochures which included information on the transfer application process were provided during the event. We will reassess this SLO in fall 2017.

\* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12

**Table 20 EVC 2016 Transfer Day SLO Results**



<b>Student Learning Outcomes</b>	<b>Yes</b>	<b>No</b>
Transfer Day event provided awareness of transfer opportunities to one of the four-year colleges/universities represented.	112	0
The materials and information given by the representatives was useful.	112	0
I learned which Universities offer my major.	110	2
I learned about the Transfer application process.	106	6

\*\*Six students did not answer any questions.

**SLO's linked to ILO's**

**Transfer & Career Center (TCC) Student Learning Outcomes (SLOs)**

The student learning outcomes (SLO's) below address and encompass the students' university readiness and satisfy EVC Institutional Learning Outcomes (ILOs).

University Readiness:

SLO Student will be able to identify various services offered through the Career &

Transfer Center. This SLO links to the Information Competency ILO as the student utilizes information from a variety of sources to make an informed decision and take action.

- SLO Student will be able to identify online career assessment tools for exploration and assessment. This SLO links to the Information Competency as the student will utilize information from a variety of online career assessment tools to make an informed decision and take action.
- SLO Student will be able to identify some four year public and private institutions that offer transfer opportunities to EVC students (UC's, CSU's, private colleges). This SLO links to the Social Responsibility ILO as students demonstrate effective interpersonal skills with people of diverse backgrounds, learn to value and respect diverse universities, and recognizes broad social issues.
- SLO Student will be able to acquire useful information regarding college transfer opportunities and requirements. This SLO links to the Personal Development ILO as student demonstrate growth and self-management to promote lifelong learning and personal well-being.
- SLO Student will recognize colleges/universities offering Transfer Admission Agreements, Transfer Admission Guarantees (TAG) and/or Associate Degrees for Transfer (AA-T, AS-T). This SLO links to the Information Competency ILO as they will utilize information given to make an informed decision of which university to apply to and take action.
- SLO Student will recognize the steps of the college transfer process. This SLO links to the Information Competency ILO as the student will utilize information from a variety of sources to make an informed decision and take action.

## **PART D: Faculty and Staff**

### **List of Staff and Titles**

While it is clear that the Transfer Career Center serves as the focal point of transfer activities for Evergreen Valley College faculty and students, the work of improving and increasing transfer application rates with four-year institutions is the responsibility of the institution as a whole, including campus administration, instructional and student services faculty and classified . Ideally a collaborative effort of the entire campus promoted by the Transfer Career Center.

The Transfer Center Counselor and Program Coordinator, with the assistance of all EVC counselors and faculty, includes cooperation between the three segments of public higher education to facilitate the successful transfer of students between the community colleges and universities. In addition, the Counselor helps students in the selection of appropriate transfer institutions, academic planning, career information and exploration, time management skills, financial aid referrals, DSP referrals, making the transition from high school to the college environment and assistance in handling personal, family, or

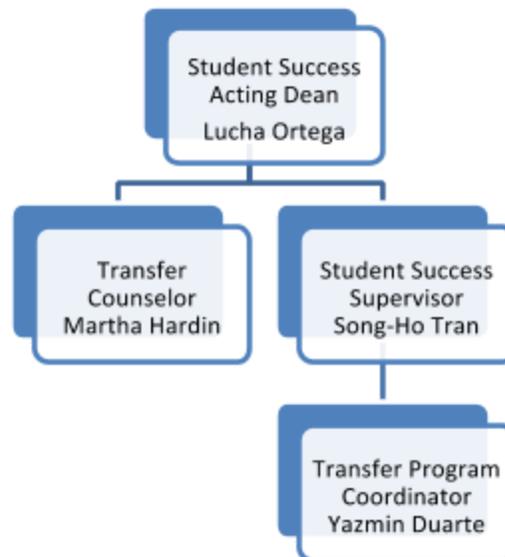
social problems which may limit the student's ability to successfully matriculate through EVC.

The current Transfer and Career Center Staffing are as follows:

1. Transfer Counselor .80 FTE 3/2016 – 1/2017, .100 FTE 1/2017 Martha Hardin
2. Working out of class Transfer Program Coordinator .100, Yazmin Duarte

There is no Transfer Director due to lack of funds. In the future if we hire one we will make use of the college orientation for staff or faculty, and existing personnel would help train and mentor anyone hired.

### Student Success Transfer Center Organizational Chart:



### Professional Development Activities 2016

The Transfer Counselor attended the UC Ensuring Transfer Success (ETS) conference held in Concord, the U.C. ETS conference held at U C Berkeley, the CSU Transfer Counselor Conference in Oakland, the SJSU Community College Counselor conference, the CSU East Bay Community College Luncheon, Cogswell College Community College Luncheon, and Transfer Directors Region 3 and 4 meeting in Oakland. The Transfer Counselor scheduled an event for an SJSU Evaluator and the Student Outreach and Recruitment Director to provide a workshop to EVC students and meet for individual appointments for an entire day. The Transfer Counselor organized a UC Santa Cruz Transfer Admission Planner (TAP) training for EVC counselors.

### Professional Development Activities 2017

The Transfer Counselor organized a SJSU ADT degree information workshop to train EVC Counselors. The Transfer Counselor will attend the SJSU Allied

Health workshop, Contra Costa College Pre-Nursing Network conference, the U C ETS conference, the CSU Community College conference, and the Transfer Directors Region 3 and 4 meeting.

## **PART E: Budget Planning and Resource Allocation**

### **Budget/Staffing**

The lack of a budget has been the major factor for this department. The lack of staffing, which requires a budget, has impacted the number of activities and services that can be offered. The need to hire a full-time Transfer Center Counselor/Coordinator is crucial.

The reality of the responsibilities of the Transfer Counselor position requires an 11 month contract in order to effectively maintain a high quality program. It requires adequate funding to conduct additional activities.

## **PART F: Future Needs**

The Transfer Career Center stays abreast of these current trends and students are kept up-to-date on the latest CSU and UC news. However, with the state budget affecting the acceptance rate at many CSU's and UC's the Transfer Career Center found that some students decided to change majors to other degrees less impacted. This resulted in the need for additional appointments to redirect students and prepare updated educational plans.

At the local level, many of the transfer centers in regions 3 and 4 have been affected by the state budget shortfall. With President Obama's goals now in place, the CSU's and UC's tightening their requirements, and the local community colleges being forced to do more with less, the Transfer Center continues to strive for excellence. The Center is focused on providing the most accurate and up-to-date information to students.

Evergreen Valley College currently has one counseling faculty member in the position with 80% transfer, and an interim Program Coordinator. Future needs include relocating the Transfer Career Center to an accessible area for all students, with ample space to provide Transfer Application workshops, and private areas for CSU, UC, and Private Representatives to meet with our students. Hiring a 100% Transfer Counselor, and a Program Coordinator. Purchasing a card reader to track Transfer Center student use. Including a Transfer Budget for supplies, marketing brochures.

## **PART G: Additional Information** (not applicable)

## **PART H: Annual Assessment: Program Faculty/Staff and PR Committee**

California Community Colleges Transfer Center Annual Report and Supplemental Information.htm

## **PART I: Resource Allocation Table**

<b>Program Budget and Projected Expenditures</b>	
<b>Number of Students Served</b>	Most recent academic year 2015-2016 (for which data is available) <b>561 students</b>
<b>Changes in number of students served</b>	Most recent academic year vs. three years ago (e.g. +3%, -1%, etc.) <b>Program review for 2013-2014 was not submitted numbers were not tracked.</b>
<b>Your Program's Current Budget (from Fund 10)</b>	<b>Most recent Fiscal Year</b> <b>172,550.36</b>
<b>Current External Funding (from Fund 17)</b>	<b>Most recent Fiscal Year</b> <b>n/a</b>
<b>Future Needs: Personnel (Estimated Additional Cost)</b>	<b>Annual cost* 228,899</b>
<b>Future Needs: Facilities (Estimated Additional Cost)</b>	Total cost over useful life of facilities* <b>TBD once space is provided</b>
<b>Future Needs: Equipment, Supplies, and Maintenance (Estimated Additional Cost)</b>	<b>Total cost* 1,600</b>

### **External Contributing Factors**

One of the most important external contributing factors to the transfer process are Title 5 guidelines establishing state minimum standards for transfer.

### **Title 5 Guidelines**

Section 66738 of the California Code of Regulations states:

66738. (a) The governing board of each public postsecondary education segment shall be accountable for the development and implementation of

formal system wide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

(b) The elements in a comprehensive transfer system shall include, but not be limited to, the following:

(1) Enrollment and resource planning; intersegmental faculty curricular efforts.

(2) Coordinated counseling.

(3) Financial aid and transfer services.

(4) Transfer articulation agreements and programs.

(5) Specific efforts to improve diversity.

(6) Early outreach activities.

(7) Expansion of current practices relating to concurrent enrollment of community college students in appropriate university courses.

(8) Centers.

66739.5. (a) The Legislature finds and declares all of the following:

(1) The California Master Plan and supporting statutes place utmost importance on the effective transfer of community college students to the University of California (UC) and the California State University (CSU) as a means of providing access to the baccalaureate degree.

(6) The state budget situation makes it urgent to streamline the path of the transfer student to the baccalaureate degree.

(b) It is, therefore, the intent of the Legislature to ensure that community college students who wish to earn the baccalaureate degree at CSU are provided with a clear and effective path to this degree.

(c) This section shall not be construed to limit in any way the ability of students to gain admission through alternative paths to transfer, such as the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

The transfer admission agreement shall guarantee admission to the campus and major identified in that agreement and transfer of all 60 semester units, or the quarter-unit equivalent, as creditable to the baccalaureate degree, subject to the student's meeting the following conditions:

(1) Completion of the 60 semester units of college-level coursework, or the quarter-unit equivalent, specified for the student's major degree program.

(2) Declaration of a major.

(3) Satisfactory completion of the system wide lower division transfer curriculum requirements for the student's declared major.

(4) Satisfactory completion of any requirements beyond the system wide lower division transfer curriculum that are specified by the CSU destination

campus.

(5) Any impact criteria for that campus or major.

(i) A CSU campus shall guarantee that the transfer students admitted under this section will be able to complete the baccalaureate degree in the minimum number of course units required for that degree.

Community college districts, in conjunction with the California State University and the University of California, shall develop discipline-based agreements with as many campuses of the two university segments as feasible and no fewer than three University of California campuses and five California State University campuses. The development of these agreements shall be the mutual responsibility of all three segments, and no one segment should bear the organizational or financial responsibility for accomplishing these goals.

The Chancellor of the California Community Colleges and the President of the University of California shall begin the process of setting priorities to determine which community colleges will receive first attention for the development of agreements. Criteria for priority determination shall include, but not be limited to, the percentage and number of students from economically disadvantaged families and underrepresented racial and ethnic minorities, and community colleges which traditionally have not transferred many students to the University of California. The priority list shall be completed by March 1, 1992. These considerations shall not be used in any way to displace current agreements between any community college and the University of California or the California State University.

The Chancellor of the California Community Colleges and the Chancellor of the California State University system shall begin the process of setting priorities to determine which community colleges will receive first attention for the development of agreements. Criteria for priority determination shall include, but not be limited to, the percentage and number of students from economically disadvantaged families and underrepresented racial and ethnic minorities, and community colleges which traditionally have not transferred many students to California State Universities. The priority list shall be completed by March 1, 1992. These considerations shall not be used in any way to displace current agreements between any community college and the University of California or the California State University.

66741. As a result of system wide and interinstitutional agreements, each community college student shall be assured of the opportunity to enter into a transfer agreement program enabling a student to receive high priority consideration, attain equivalent special treatment, or enter into a contract when applying for university admission at the advanced standing level. It is recognized that eligibility for transfer agreement programs will require

completion of certain requirements as defined in interinstitutional agreements. It is also recognized that access to majors of choice will, in most cases, require completion of additional requirements, such as specialized coursework and attainment of a specialized grade point average.

Transfer agreement programs also shall carry high priority access to majors of choice. The University of California and the California State University shall require that continuing undergraduate students and community college transfer students are assessed against a common set of criteria for upper division standing to a specific major. However, generally speaking, access to these programs shall require completion of specialized coursework and attainment of a grade point average above the minimums defined in general admission requirements, such as those used in supplementary admission criteria for impacted or over-subscribed programs. Alternatively, students may also, by meeting the University of California or California State University requirements for admission at the advanced standing level, simply wish to apply as required. All students meeting these admission requirements shall be guaranteed a place somewhere in the University of California or California State University system, as appropriate.

66742. The governing boards of the three public segments of higher education shall present annual statistical reports on transfer patterns via the California Postsecondary Education Commission to the Governor and Legislature. The reports shall include recent statistics on student enrollments by campus, segment, gender, ethnicity, and the ratio of upper division to lower division, including information on both freshman and transfer student access to the system. These reports should include, to the extent that data are available or become available, data on application, admission and enrollment information for all students by sex, ethnicity, and campus. For transfer students, this data shall indicate the segment of origin for all students. In addition, data shall be separately identified for transfer students from California Community Colleges, and shall identify the subset of applications which are completed together with admission, enrollment, and declared major information for that group. The reports shall describe the number of transfer agreements, if any, whose terms and conditions were not satisfied by either the California State University or the University of California, the number of California Community College transfer students denied either admission to the student's first choice of a particular campus of the California State University or the University of California or the student's first choice of a major field of study, and, among those students, the number of students who, upon denial of either of the student's first choices, immediately enrolled at another campus of the California State University or the University of California. The reports shall

also include information by sex and ethnicity on retention and degree completion for transfer students as well as for native students, and the number and percentage of baccalaureate degree recipients who transferred from a community college.

(a) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact and provide transfer support services to targeted student populations and establish increases in the number of applicants to the four-year segments. Increase the transfer applications for those underrepresented among transfer students. These activities shall be developed and implemented in cooperation with student services departments, campus constituent groups and special programs.

(B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available.

(C) Ensure that students and counselors receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.

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

(E) Assist students in the transition process, including the timely completion and submittal of necessary forms and application.

(F) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) Facilities. Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

(3) Staffing. Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.

(4) Advisory Committee. An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services; four-year college and university personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the colleges transfer efforts, and the achievement of its Transfer Center Plan. Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

**Note:** The California Community College System Office has made changes to Title 5, Section 51027 of the California Code of Regulations due to the passage of Proposition 209, it is now located under section 66720 - 66744. Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed and implemented to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students.

All policies and procedures shall give preference and emphasis toward enhancing the transfer of students from economically disadvantaged families and students from

traditionally underrepresented minorities, to the fullest extent possible under state and federal statutes and regulations.

In addition to the Title 5 guidelines, the college found itself dealing with external factors that impacted the program.

At the national level, President Obama introduced his goal restoring America's Leadership in Education by 2020. According to a recent White House briefing, President Obama is committed to ensuring that America will regain its lost ground and have the highest proportion of students graduating from college in the world by 2020. The President believes that regardless of the educational path after high school, all Americans should be prepared to enroll in at least one

year of higher education or job training to better prepare our workforce for a 21st century economy.

To accomplish these overarching goals, the President is committed to increasing higher education access and success by restructuring and dramatically expanding college financial aid, while making federal programs simpler, more reliable, and more efficient for students. The President has proposed a plan to address college completion and strengthen the higher education pipeline to ensure that more students succeed and complete their degree. His plan will also invest in community colleges to equip a greater share of young people and adults with high-demand skills and education for emerging industries. With this in mind, the Transfer/Career/Co-Op Ed Center is trying to align itself directly with the President's plans. However, with limited funding available at this time, challenges persist.