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| Transfer and Career Center Program Review |
| Evergreen Valley College |
| 2010-2011 |

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# Mission Statement

The mission of Evergreen Valley College and that of the California Community College State Chancellor’s office align themselves in an effort to uphold policies and procedures to 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 as stated under Ed. Code Section 66736.

The mission of the Evergreen Valley College (EVC) Transfer/Career/Cooperative Education (Co-Op Ed) Center is to provide assistance to students in the area of education, vocation, and personal goals; and to provide appropriate support and instruction, which will empower students to implement decisions. Efforts to enhance and collaborate with special campus programs is continually sought to promote and encourage student transfers from disadvantaged families. The mission of the Transfer Center Counselor/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 the universities. In addition, the Counselor/Coordinator 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 students ability to successfully matriculate through EVC.

**Program Description**

The Evergreen Valley College Transfer/Career/Co-Op Ed Center is devoted to the democratic idea of making the transfer, career, and cooperative education/work experience 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 and gaining educational work experience in their majors. 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/Career/Co-Op Ed 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 . Responsibility for the transfer function should not be solely confined to the Transfer/Career/Co-Op Ed Center, or fall only under the prevue of the Transfer Center Counselor/Coordinator, but ideally a collaborative effort of the entire campus promoted by the Transfer/Career/Cooperative Education (Co-op Ed) Center.

In addition, Evergreen Valley College has established a Transfer/Career/Co-Op Ed Center pursuant to Title 5, Section 66722, of the California Code of Regulations. 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/Career/Co-Op Ed Center is to facilitate transfer by providing services to students in collaboration with on-campus special programs, high schools having a high proportion of students 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.

### 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/Co-Op Ed 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. In-reach 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/Co-Op Ed Center also works closely with many four-year institutions to facilitate the transfer process. Transfer services include:

**•** Academic preparation of an educational plan that leads to successful transfer.

**•** Advising sessions with UC, CSU, and Private University Representatives.

**•** Transfer workshops – Transfer Admission Agreement/Guarantees (TAA/TAGs), Online Applications,

UC & CSU Information, Personal Statement, SJSU Writing Skills Test (WST), and others

* Transfer Day – The Transfer/Career/Co-Op Ed Center invites various universities to EVC every Fall Semester. Universities are represented on campus so that EVC students may visit each table and ask questions.

**•** Assistance with Transfer adm**i**ssions procedures and academic planning.

**•** Preparation of Transfer Admission Agreements/Guarantees (TAGs) to various

UC, CSU, and Private four-year colleges and uni­versities

**•** Campus tours and field trips to universities.

**•** Transfer Student Recognition Reception. The Transfer/Career/Co-Op Ed Center, in collaboration with AFFIRM, Aspire, EOPS, FasTrack, and CalWorks, hosts a reception that recognizes all students who receive associate degrees and are transitioning from EVC to a four-year university.

**•** Transfer/Career/Co-Op Ed Center Open House – The Transfer/Career/Co-Op Ed Center has an Open House during the first month of the fall and spring semesters.

**Career Center Services:**

This department under the direction of the Co-Op Ed. Work Experience Coordinator has provided students with the following assistance and services:

**•** Assistance and support for students participating in the work experience program.

**•** Internships and Employment Opportunities (Place­ment is not guaranteed).

**•** Online career assessment through Eureka.

**•** Eureka Searches (computerized career information).

**•** Career Guidance workshops on Resume Writing, In­terviewing Skills, How to Get a

Job and Changing Careers

**•** Career advisement and referrals to alumni or friends of Evergreen Valley College

who are established in their careers

**•** Career Fair

Career Exploration Workshops for EOPS students

Resume/Interview Skills Workshops for Oasis Program

Employability Skills Workshops

**•** Employability Workshops and Seminars.

### Resources Available in the Center:

The center offers a variety of resources available to students. These include:

**•** College/University catalogs

**•** EVC Course schedules and Catalogs

**•** Transfer Articulation Agreements/Guarantees forms

**•** Scholarship information

**•** Computers andComputer software programs

**•** ASSIST.org (computerized student-transfer information system)

**•** Transfer informational brochures

### Cooperative Education Work Experience and Career Services:

The Cooperative Education Work Experience program is an effort by the college and the community to provide opportunities for students to discover their interests and apti­tudes. The program serves to develop attitudes, work habits, and understanding of the world of work. The curriculum taught assist students in becoming successful employees. Study and work are integrated, making both more relevant and rewarding.

The Cooperative Education Work Experience Program (Co-Op Ed) is designed to help students expand their career options and develop new job skills. General Work Experience allows students to work and earn college credit. Students can earn 3 units of credit for a maximum of six units of credit. Occupational Work Experience allows students to earn college credit in their field of study by providing evidence that they are enrolled in a vocational program. Students can earn up to 8 units per semester to a maximum total of 16 units. In order to participate in the program students must have an internship or employment opportunity approved by the program coordinator.

# List of Staff and Titles

The current Transfer and Career Center Staffing are as follows:

1. Transfer Center Counselor/Coordinator .40 FTE, Elaine Ortiz-Kristich (beginning October 2010)
2. Transfer Center Counselor/Coordinator .50 FTE, Beverly Stewart (beginning October 2010)
3. Cooperative Education Work Experience Coordinator 1.0 FTE Janina Espinoza
4. Transfer Program Specialist .973 FTE, Lynn Gulkin

# 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 (See Appendix B). 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.

At the state level, the CSU’s and UC’s are limiting the number of students that are being accepted each year. The bar continues to be raised. In fall 2010, some students preparing for transfer found they were no longer eligible for enrollment in a specific major because the grade point average (GPA) minimum qualification had been raised. Students hoping to have a Transfer Admission Agreement (TAA) with San Jose State University (SJSU), the local university where the majority of EVC students transfer, found out this was no longer an option. SJSU suspended their TAA’s because of the volume of highly qualified students who were seeking admittance to the university. The UC campuses are also being highly selective. Additional requirements are being mandated before Transfer Admission Guarantees (TAG’s) are being considered, and the minimum GPA is also being raised in many impacted majors. The Transfer/Career/Co-Op Ed 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/Co-Op Ed Center found that some students decided to change majors to other degrees that were 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. Recent information showed the following:

Cabrillo:  one counseling faculty member in the transfer center with a 70% transfer assignment in the fall and a 50% transfer assignment in the spring.

Las Positas:  One counseling faculty member in the transfer center with a 50% transfer assignment.

SJCC:  One counseling faculty member in the transfer center with a 50% transfer assignment.

West Valley:  Two counseling faculty members in the position. They share a 50% transfer assignment (25% assigned to each individual).

Skyline College: One counseling faculty member in the transfer center with a 50% transfer assignment

Diablo College:  One counseling faculty member in the transfer center with a 70% transfer assignment.

Los Medanos:  One counseling faculty member in the transfer center with a 25% transfer assignment

De Anza: One counseling faculty member in the transfer center with a 100% transfer assignment

EVC: Two counseling faculty members in the position. They share a 90% transfer assignment (50%/ 40% assignment).

It is the hope of all Region 3 and Region 4 colleges, that the state budget will improve so that a FTE transfer center counselor/coordinator can be hired at each institution.

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.

**Career Technical Education**

California’s state plan for Career Technical Education (CTE) states that in order to develop an effective CTE plan for the state it must take into account the demographic, economic, educational, and political contexts shaping the state’s workforce demands. Shifts in population, economic growth, and regional recessions, emerging and declining industries, educational reforms, and state political priorities all present opportunities and challenges for the delivery of CTE.

For the Community College the CTE delivery structure is responsive to the needs of new, incumbent, and transitional workers. It provided “open access” to career preparation through noncredit programs, for-credit certificate and degree programs leading directly to employment, “transfer” programs that prepare students for transition to four-year institutions, and programs to enhance skills of incumbent workers and for retraining of incumbent and re-entering workers. Across the system, it offers courses in more than 270 occupational program areas as well as work-based learning opportunities such as apprenticeship and “cooperative work experience education,” which integrates academic and workplace competencies with supervised work experience. [(2008-2012 California State Plan for Career Technical Education)].

**External On-Campus Factors**

The San Jose/Evergreen Community College District is faced with a budget shortfall. With mid-year cuts looming, it is highly likely that additional reductions will be forthcoming. With a reduced budget, the ability to provide transfer services continues to be a challenge.

Because of cuts to the overall budget, class offerings were reduced for spring, summer, and fall semesters. Students scrambled to get courses needed to transfer to the university, but found that classes closed quickly, and some courses were not offered at all. This was a challenge for those students trying to meet transfer qualifications and 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, the College President, 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.

**Transfer/Career/Co-Op Ed Center Advisory Board**

With the change in leadership, and no permanent Transfer/Career/Co-Op Ed Center counselor/coordinator in place, the Advisory Board is currently dormant. There are plans to reactivate the Board in 2011.

**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 2006 states the following:

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

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

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

**Current Staffing Challenges**

The Transfer Center Counselor/Coordinator position remained unfilled from spring 2009 until fall 2010.

In fall 2010 the decision to staff the Transfer Center Counselor/Coordinator with two general counselors reassigned to the position with a shared 50% load was made. Due to budgetary constraints and the need to serve Spanish speaking students, one of the reassigned counselors agreed to reduce the load to 40% for the spring 2011 semester. Currently, two counselors share this 50/40 split in assignment which equates to .90FTE Transfer Center Counselor/Coordinator.

In previous years, counseling faculty had a rotation assignment in the Transfer/Career/Co-Op Ed Center. The Transfer/Career/Co-Op Ed Center was open one night a week for evening students. There is discussion taking place on the possibility of bringing back an evening rotation, where the Transfer/Career/Co-Op Ed Center can be open on a regular basis for the evening student population.

Facility Accessibility

The Transfer/Career/Co-Op Ed Center is currently located in an open area on the second floor in the Mauro Chavez Student Services Building. The original plan for the Transfer/Career/Co-Op Ed Center was designed to be housed in the Mauro Chavez 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. The center is currently located on the counseling platform.

**Student Learning Outcomes**

Student Learning Outcomes for the Transfer/Career/Co-Op Ed Center were developed in previous years with input from the Transfer Center Counselor/Coordinator and Dean of Counseling. Both of these people have moved on to other positions, and the SLO’s that were developed at that time are still in place. Updated SLO’s will be in place by the end of the spring 2011 semester. SLO’s are included in Appendix D.

# 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 beginning in Fall 2010, SJSU, the most popular university that EVC students attend, San Francisco State and Sonoma State suspended offering of TAA’s.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evergreen Valley College Transfer Report***\*From EVC to UC/CSU*** | **2007/08** | **2008/09** | **2009/10** | **2010/11** |
| UC Transfer | 43 | 50 |  |  |
| CSU Transfer | 416 | 360 |  |  |
| **Total Transfers** | **459** | **410** |  |  |
|  |  |  |  |  |
| ***Transfer Admission Agreements/Guarantee*** | |  |  |  |
| **TAA/TAG written** | **2007/08** | **2008/09** | **2009/10** | **2010/11** |
| UC | 48 | 129 | 174 | 288 |
| CSU | 143 | 182 | 36 | 36 |
| Private | 4 |  | 0 | 0 |
|  |  |  |  |  |
| **Total** | **195** | **311** | **210** | **324** |
|  |  |  |  |  |
| **Breakdown by Universities** |  |  |  |  |
| UC Davis | 21 | 30 | 25 | 46 |
| UC Irvine | 7 | 22 | 15 | 21 |
| UC Merced | 5 | 10 | 10 | 11 |
| UC Riverside | 3 | 9 | 15 | 16 |
| UC Santa Barbara | 5 | 13 | 21 | 22 |
| UC Santa Cruz | 7 | 17 | 20 | 33 |
| UC San Diego | n/a | 28 | 18 | 25 |
|  |  |  |  |  |
| **Total UC TAG** | **48** | **129** | **124** | **174** |
|  |  |  |  |  |
| San Francisco State | 9 | discontinued | n/a |  |
| San Jose State | 144 | 169 | discontinued |  |
| CSU East Bay | 6 | 10 | 38 | 27 |
| CSU Monterey Bay | 3 | 3 | 16 | 9 |
| Sonoma State | 2 | 0 | discontinued |  |
|  |  |  |  |  |
| **Total CSU TAA** | **164** | **182** | **54** | **36** |
|  |  |  |  |  |
| National Hispanic University | 0 | 4 | 8 | 40 |
| Santa Clara University | 4 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Total Private TAG** | **4** | **4** | **0** | **0** |
| \*Based on: |  |  |  |  |
| Transfer Pathway Charts for Evergreen Valley College | |  |  |  |
| http://www.cpec.ca.gov/onlinedata/transferpathwaychart.asp?inst=435679 | | |  |  |
|  |  |  |  |  |

# Program Strengths

The Cooperative Education Work Experience Coordinator and a classified program specialist bring a high level of expertise to the effort of student success and transfer.

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/Coordinator position has remained vacant from fall 2009 and was filled with two general counselors who split a 50/40 load each to perform transfer assignments (October/fall 2010).

A Transfer Center Yearly Planning Timeline was implemented in Spring 07 which has sufficiently guided all transfer events, workshops, deadlines, along with tracking and monitoring various projects. The Transfer Plan has been updated with the reassignment of the two counselor coordinators. (See Appendix E)

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 2010. 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.

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.

Because of the lack of a full-time Transfer/Career/Co-Op Ed Center Counselor/Coordinator, all counselors had the opportunity to learn about the TAG and TAA process more extensively. Review of TAG’s and TAA’s were shared among all the counselors. By sharing the responsibility, students and counselors formed a 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. Workshops were also conducted to help students through the TAG and TAA process

In addition, the Transfer/Career/Co-Op Ed Center has an electronic research area that includes thirteen computer work stations providing “open access” to students for electronic TAGS, CSU and UC applications, job search, college search, and career information, as well as scholarship websites.

The center continues to thrive in this time of budgetary woes.

# Program Weaknesses

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

## Facilities

The first weakness to note is 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.

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.

## Budget/Staffing

The lack of an adequate 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.

During the last three semesters, the center has been staffed by one classified staff and until mid fall 2010 two full time counseling faculty members were reassigned to share a 50/40% assignment as the Transfer Counselor/Coordinators. The reality of the responsibilities of the Transfer Counselor/Coordinator position requires an 11 month contract in order to effectively maintain a high quality program. It requires adequate funding to conduct additional activities.

# Program Goals and Areas for Improvement

Based on limited resources, suggestions for improvement include:

1. Moving the Transfer/Career/Co-Op Ed Center to a more viable and accessible location;

2. Conducting open house events along with various workshops;

3. Advocating to increase the current budget allocation;

5. Advocating additional counselor assistance to provide workshops and transfer activities.

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/Career/Co-Op Ed Center which goals stated below will be developed in the next three years.

**Initiative: Student Centered**

*Access*

* Relocate the Transfer Center 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 which are highly visible to the campus community
* Offer additional college tours and field trips

*Curriculum and Programs*

* Offer Guidance 75 Transfer to Four-Year Institution Simplified (1 unit)
* Offer Guidance 86 Planning Educational Futures (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 an educational plan.

**Initiative: Community Engagement**

*Develop Strategic Partnerships*

* Create new Transfer Agreements when possible
* 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 Counsel – transfer updates
* Receive appropriate technology training to uphold the transfer mission of “visibility”

**Annual Report on SLO’s**

During fall 2010 the center coordinated a mini-conference called EVC Careerfest: Expand Your Horizons to provide students with valuable information in identifying a major or career that will assist them in completing their AA/AS degree, Certificate of Completion or the transfer process. The Careerfest focused on addressing the following Student Learning Outcomes (SLOs).

* Students will understand current employment trends as it relates to educational training or career.
* Students will have a better understanding of skills needed for a career choice.
* Students will have a better understanding of the academic requirements for career majors.
* Students will learn the components of a successful resume and understand the process of an interview.
* Students will increase awareness on various careers.

Based on the post-survey results from students, the CareerFest was successful in helping students meet the SLO’s the identified for the event. (See Appendix A)

**Appendix A**

**Of the 137 student surveys we received:**

* 81% of students agreed or strongly agreed that the CareerFest was **a good use of their time**.
* 85% of students agreed or strongly agreed that they **understood current employment trends as it relates to educational training or careers.**
* 91% of students agreed or strongly agreed that they **have a better understanding of skill needed for various careers.**
* 80% of students agreed or strongly agreed that they **learned the components of a successful resume and interview process.**
* 86% of students agreed or strongly agreed that they **increased their awareness on various careers.**

**Of the students who attended the workshops:  On a scale of 1 (low) to 5 (high)**

* 96% of students who attended the **Careers in Administration of Justice** workshop rated it a 4 or 5.
* 90% of students who attended the **Careers in Nursing and Allied Health** workshop rated it a 4 or 5.
* 60% of students who attended the **Careers in Paralegal** workshop rated it a 4 or 5.
* 66% of students who attended the **Careers in Surveying/Geometrics and Engineering** workshop rated it a 4 or 5.
* 94% of students who attended the **Resume and Interviewing** workshop rated it a 4 or 5.
* 86% of students who attended the **Career Exploration** workshop rated it a 4 or 5.

The CareerFest was a collaborative effort. The planning committee was represented by the following areas: Counseling, Social Science, Nursing and Allied Health, Math, Business, Student Life, and Co-Op Education/Work Experience. Each division was able to provide a career workshop in a specific discipline, a career exploration workshop, as well as, a hard skill workshop in resume writing and interviewing. The purpose was to cover some of our CTE areas in order to assist our students with identifying a career that they might want to pursue.

**Appendix B**

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 systemwide 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 systemwide lower division transfer curriculum requirements for the student's declared major.

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

(5) Any impaction 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 systemwide 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:

1. 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.
2. 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.
3. Ensure that students and counselors receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.
4. 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.
5. Assist students in the transition process, including the timely completion and submittal of necessary forms and application.
6. 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.

**Appendix C**

**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.”[[1]](#footnote-1)4 Some of the following activities, however, may be carried out by other members of the campus staff.

1. Support and enhance the transfer function: Serving as the primary contact person for inquiries from community college constituents and the community concerning the college's transfer programs and services. Providing essential transfer updates policy changes, and encouraging the participation ~~of~~ in the development, implementation and evaluation of transfer efforts.
2. Enrollment and resource planning; intersegment faculty curricular efforts. Work with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college.
3. 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.
4. Transfer articulation agreements and programs working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.
5. Coordinate transfer counseling: Providing on-going 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. In conjunction with the Counseling Department, provide transfer counseling Transfer counseling often includes handling complex transfer cases i.e. 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.
6. Identify electronic resources to assist students with their research in transitioning from a community college to a university such as online college and university catalogs, university reference guides, scholarship reference guides, and otherinternet published materials that will assist students with the college admissions process.
7. 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 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.
8. Specific efforts to improve diversity by 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. Assist in campus-wide efforts and with special programs to develop strategies to improve the transfer rate for these students.
9. Contacting other California Community College campuses that have strong Transfer center programs to obtain information and assistance in the development of transfer activities.
10. Attending regional Transfer Center Directors meetings coordinated by the CCC System Office, and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attend transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
11. Writing and submitting the annual Transfer Center Report to the CCC System Office
12. Reporting to the College Governing Board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.
13. Serving as a member of the CCC Transfer Center Director’s Association.

**MAJOR RESPONSIBILITIES OF TRANSFER CENTER COUNSELORS**

1. Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the Center.
2. In conjunction with the Counseling Department, provide transfer counseling which often includes handling complex transfer cases i.e. 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.
3. Checking Transfer Admission Agreements for completion and accuracy prior to sending them to the universities for approval.
4. 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 to increase the enhancement of transfer students from economically disadvantaged families and students from traditionally underrepresented minorities.
5. Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of College Day/Transfer Night.

### MAJOR RESPONSIBILITIES OF THE TRANSFER CENTER’S SUPPORT STAFF

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 on-line 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. May assist students with their on-line university applications.
5. Monitoring and tracking all incoming and outgoing transfer admission agreements which includes maintaining a database of mailed/ approved/ denied TAAs, and notifying students and counseling faculty of TAA status.
6. Developing posters and publicity for all Transfer Center activities.
7. Scheduling appointments for visiting university representatives and occasionally 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 students from economically disadvantaged families and underrepresented racial and ethnic minorities**

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 students from economically disadvantaged families and from traditional underrepresentation. This will ensure the efficient use of resources, and avoid duplication of efforts.

**Activities that support students from economically disadvantaged families, traditional underrepresentation might include some of the following:**

1. Provide classroom presentations and transfer workshops for programs that support students from economically disadvantaged families, targeting programs such as EOPS, ENLACE, AFFIRM, ASPIRE and DSPS.
2. Making sure that economically disadvantaged and traditionally underrepresented college students receive transfer newsletters, transfer-related mailings and financial aid information.
3. Providing role models using community members, university admissions representatives, and faculty to meet with students and encourage them to meet their transfer goals, and to show them the various methods for funding their college education.
4. Bringing motivational speakers to campus that can address the issues of economically disadvantaged underrepresented racial and ethnic minorities’ college students, and encourage them to stay on track with their transfer goal.
5. Encouraging the development of a diverse curriculum that will support a diverse campus.
6. Working with students to identify and overcome the barriers to retention and transfer.
7. Designing programs that familiarize students with the university environment.

**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.”[[2]](#footnote-2)5

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.

1. 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.
2. Engaging in discipline-specific dialogues with university partners to ensure appropriate curriculum content and sequencing of courses relative to the transfer process.
3. Engaging in the design, implementation and evaluation of Transfer Center programs/activities.
4. Helping to refer potential transfer students to the Transfer Center or Counseling Department, and making sure to include economically disadvantaged and traditionally underrepresented ~~lo~~ college students.
5. 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 personal 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.

## Appendix D

## SLO’s

## <http://www.cpec.ca.gov/OnLineData/TransferPathwayChart.asp?Inst=435679> – Link to the CA Gov reported Full-Year Transfers to Campuses of the University of California and California State University.

## Student Learning Outcomes (SLOs)

The student learning outcomes (SLO’s) below address and encompass the students’ university readiness, career planning, employability skills and personal development.

University Readiness:

* Student will understand the transfer process to a four-year institution.
* Student will be able to explain their educational goals.
* Student will be able to understand the differences between the various university systems.
* Student will be able to research information about major and career interests using college catalogs and electronic resources.
* Student will understand the application process for admissions along with timelines.

Career/Cooperative Education/Job Placement Planning:

* Student will understand and be able to explain current employment trends as it relates to their educational training and their career.
* Student will have a better understanding of skills needed to be successful in their career choices.
* Student will understand and be able to explain how an organization or department functions in relation to their position in the organization.
* Student will be able to create a resume for their career goal.

Fall 2010 Careerfest SLOs were:

* Students will understand current employment trends as it relates to educational training or career.
* Students will have a better understanding of skills needed for a career choice.
* Students will have a better understanding of the academic requirements for career majors.
* Students will learn the components of a successful resume and understand the process of an interview.
* Students will increase awareness on various careers.

Student will be able to compare and contrast the relationship between classroom theory and practical employment experience. Personal Development:

* Student will be able to identify a 4-year institution for transfer based on their personal needs.
* Student will understand the advantage of a high grade point average (GPA) and the completion of lower division general education and major courses before transferring.
* Student will understand how to develop a personal transfer plan specific to a major.
* Student will understand how to research financial aid and scholarship resources to maximize the affordability of a university education.
* Student will understand how to apply course work knowledge in an actual work environment.

Appendix E

**Co-Op. Ed. Work Experience Plan**

**Monthly Responsibilities:**

**August:**

* Send letters to all students enrolled in Work Experience.
* Phone calls to schedule students for Work Experience Orientation.
* Follow up to schedule student orientation.
* File all WE-103 forms in binder.
* Purge files and make room for new student files.
* Post jobs on board.

**September:**

* Post banners and sandwich boards advertising the program.
* Create database of all students enrolled in work experience.
* Add students to work experience.
* Adjust the number of units students are enrolled in work experience.
* Ensure students are enrolled in the correct section of work experience.
* Assist with student orientations.
* Create files for students enrolled in work experience.
* Schedule appointments.
* Post jobs on board.

**October:**

* Add students to the Work Experience Program.
* Update database with new students.
* Schedule student appointments.
* Order supplies.
* Post Jobs on board.

**November:**

* Schedule student appointments.
* Provide students with work experience information.
* Post Work Experience Banners and Sandwich boards.
* Post Jobs on job.

**December:**

* Preparing for Spring semester.
* Organizing and filing.
* Job posting on board.
* Answering questions for students.

**January:**

* Send out letters to employers for Spring job fair.
* Send out letters to all students enrolled in work experience.
* Check all students enrolled in Work Experience to insure that they are scheduled for orientation.
* Phone calls to students enrolled in Work Experience to schedule them for orientation.
* Prepare files for students enrolled in Spring semester.
* Post jobs on board.

**February:**

* Assist with Work Experience Orientation.
* Schedule student appointments.
* Add students to work experience.
* Adjust number of units student is enrolled in.
* Insure student is enrolled in the correct section.
* Create data base of all students enrolled in work experience.
* Post jobs on board.

**March:**

* Send out employer reminders for Spring Job Fair.
* Create database of employers attending job fair.
* Request parking permits for employers.
* Send out employer confirmation for job fair.
* Plan food and supplies for job fair.
* Provide students with work experience information.
* Schedule appointments.
* Post jobs on board.

**April:**

* Answer student s questions.
* Schedule appointments.
* Set up for Job Fair. Date: April 6, 2011.
* Post jobs on board.

**May:**

* Schedule appointments.
* Post banners and sandwich boards for Work Experience.
* Answer questions for students.
* File student’s paperwork.
* Post jobs on board.

**June:**

* Send letters to all students enrolled in Work Experience.
* Phone calls to schedule students for Work Experience Orientation.
* Follow up to schedule student orientation.
* File all WE-103 forms in binder.
* Purge files and make room for new student files.
* Post jobs on board.

Transfer Center

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*.

**August:**

* UC TAG available (students submit September 1-30th)
* 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 Guidance 85 (Blueprint for Success -1 unit)

**September:**

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

**October:**

* October 1st, 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 15th UC TAG deadline
* Career fest –
* Spooktacular (Transfer Booth)
* On-going visible Transfer information table (ambassadors/counselor/special programs)
* Schedule Classroom presentations – General Ed. Patterns/transfer
* Teach guidance 86 (Planning Educational Futures -1 unit)
* Addendum report due to the state at the end of October

**November:**

* November 1st students can submit UC applications (closes November 30th)
* 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 Pister (Feb.) & 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 31st 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 Guidance 86 (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. 15th deadline
* Begin TAG process for private institutions via drop-in
* EVC Scholarship deadline (Fin. Aid)
* Workshops (Coordinate with special programs)

**March:**

* March 1st Fall notifications begin
* TAG deadlines for private institutions -March 30th
* Special WST Workshop for SJSU transfer students (budget required)
* Workshops (Coordinate with special programs)
* Teach Guidance 85 (Blueprint for Success – 1 unit)
* March 30th 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 1st UC TAG available (students submit September 1-30th)
* Final transcript requests for transferring students
* EVC receives email from UC 1st 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: 2.22.11

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1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)