

2017-2018 Program Review Transfer Center

WCC - Transfer Center Program Recommendations

Year of Review: 2017-2018

Type of Review: Annual Update

Program Description : The purpose of the Transfer Program is to assist students with successfully transitioning to baccalaureate granting institutions. This is accomplished through outreach, educating students about transfer, partnerships between WCC and universities, advocating for articulation and appropriate course offerings, and ensuring counseling faculty are well trained in the various transfer pathways.

Executive Summary (Include a list of team members): Transfer counseling with students is provided by all counselors. A general counselor is assigned 40% transfer coordination for such activities as Associate Degree for Transfer (ADT) review, TAG evaluation and submission, general classroom and workshop presentations, university application and essay workshops, university representative visits, Transfer Day college and university fair, dissemination of transfer legislation and policy updates, creating and distribution of transfer materials to counselors and staff, updating the college website and other media with important dates, deadlines and materials, and maintaining a calendar of all activities and events. In addition, it is imperative that the coordinator participate in departmental, college and district meetings, listservs, training workshops and conferences in order to network with colleagues and remain abreast of transfer legislation, policy and trends. Up until Fall semester of 2017, the Transfer Center was co-located with the Career Center, and was open daily. Currently, due to spacing constraints, the Transfer Coordinator is housed in the Counseling department. The preparation of this review is being completed by WCC Counselors, Regina Leo and Lorell Cooke.

Program Mission Statement: To assist students to successfully transition to baccalaureate granting institutions. In particular, the program attempts to enhance the transfer of traditionally underserved populations.

Industry Trends and Program Data Analysis : The District is working diligently and persistently to improve articulation with 4-year institutions. The college's mission statement is "students first" and they continue to strive towards achieving that goal. A Transfer Guide was developed by Fatima Ruiz, former Transfer Coordinator/Counselor, to provide a quick reference guide for transferring to the California State University (CSU) and University of California (UC) systems. ADTs are continuing to be developed by faculty to increase the number of transferable majors in order to better serve students. In the 2016-2017 academic year, there were 54 ADTs submitted to WCC Admissions and Records in comparison to 117 ADTs submitted for 2015- 2016 . In total, 71 ADTs were submitted to CSU Mentor in 2016-2017. Possible causes for the fluctuating number of ADTs submitted to WCC Admissions and Records and CSU Mentor could be: students indicating on CSU Mentor that they have earned an ADT and may not petition for it at WCC believing that the CSU application will suffice, duplicate submissions in 2015-2016 over the counter to WCC Admissions and Records and through CSU Mentor applications, students not meeting with a counselor and not being aware of the difference between CSU General Education Breadth requirements for an ADT and WCC General Education Requirements, students not knowing the difference between specific WCC degree major requirements and ADT major requirements, the need for training of new and part-time counselors on new and existing WCC ADTs offered so this information can be provided to students, and the need to increase opportunities for counselors to build student awareness of ADT programs offered and the requirements needed for the degree and CSU transfer. In addition to these possible causes affecting the submission of ADTs, in prior years, communicating transfer information was provided in the classroom setting by the Transfer Counselor/Coordinator. This collaboration between department faculty and the Transfer Coordinator allowed for sharing of transfer education and opportunities with students, instructional faculty, and staff, therefore fostering the connection between students' academic learning and higher educational and career aspirations.

Similarly, SSSP mandates are expected to improve transfer rates as students are required to have educational plans and follow up counseling appointments. The data system used to track transfer appointment is SARS. Subsequent to 2014-2015, a transfer code was implemented to track transfer related appointments. As a result, there were 221 students served in 2015-2016 for transfer appointments compared to 121 as of Thursday, October 13, 2016 for the 2016-2017 academic year. That is 55% of all transfer appointments in 2015-2016, which is over half. In the 2016-2017 academic year, WCC Counselors and college representatives met with 676 students for transfer information. This finding attests to the growing commitment to providing transfer services by counselors and enhanced tracking of transfer appointments. Individual appointments with California State

University (CSU) and University of California (UC) representatives are also tracked using SARS. In 2015-2016, there were 64 appointments (including 8 drop-in) scheduled with 50 students attending that met with CSU Sacramento reps. For 2016-2017, there were appointments scheduled with 65 students that attended and met with a CSU Sacramento representative, which is a 30% increase in the prior year's total. There were 44 transfer related appointments scheduled with a UC representative (40 UC Davis; 2 UC Santa Cruz; 2 UCSB) in 2016-2017, compared to 176 appointments in 2015-2016. Granted, due to ongoing negotiations in regards to UC Davis TOP representation there has been direct correlation 07/26/2017 Generated by TracDat® a product of Nuventive Page 0 of 5 of a significant decrease in the number of students meeting with a UC Davis representative in 2016-2017. Per data collected from our SARS scheduling program, as of today, October 12, 2017, there have been 48 appointments scheduled with a UC representative (40 UC Davis; 2 UC Santa Cruz; 4 UC Santa Barbara), compared to 18 appointments with a UC Representative (16 UC Davis; 2 UC Santa Barbara) during this same time period in 2016, which is a significant 62% increase. This significant increase in scheduled appointments with our UC representatives can be correlated to our renewed 2017-2018 partnership with UC Davis TOP, continued communication between the Transfer Counselor/Coordinator and college representatives to coordinate visits, and increased advertisement through flyers, social media, and e-mail communication with WCC faculty and staff.

According to The California State University database website, a total of 463 students have transferred from Woodland Community College (WCC) to the CSU from 2013-2014 to 2016-2017. There were 96 students that transferred from WCC to the CSU in 2014-2015, 114 in 2015-2016, and 117 in 2016-17. Of the 117 CSU admitted transfer students in 2016-2017, the ethnic backgrounds reported were as follows: African-American=1 (1%), American-Indian=0 (0%), Asian-American=14 (14%), Hispanic=68 (58%), Non-resident=5 (4%), Pacific Islander=0 (0%), Bi/Multi-racial=2 (2%), Unknown=6 (5%) and White/Non-Latino=21 (18%). The ethnic backgrounds reported by WCC students transferring to CSU Sacramento for 2016-2017 included: African-American=1 (1%), American-Indian=0 (0%), Asian-American=11 (12%), Hispanic=64 (67%), Non-resident=5 (5%), Pacific Islander=0 (0%), Bi/Multi-racial=1 (1%), Unknown=2 (2%) and White/Non-Latino=12 (11%).

The top three transfer majors for WCC students applying to CSU in 2016-2017 were Criminal Justice (15%), Social Work (9%) and a tie between Business Administration: Accountancy (6%) and Liberal Studies (6%). California State University, Sacramento (CSUS) was the primary transfer institution for 2016-2017; 95 students transferred from WCC to CSUS totaling 81% of all transfers to the CSUs (out of 117 in total). The top majors for WCC transfer students to CSUS for 2016-2017 were Criminal Justice (17%), Social Work (8%), and Business Administration: Accountancy (7%). Business Administration (5%), Child Development/Early Childhood Education (5%), and Sociology (5%) followed the top three majors in popularity with WCC transfer student admitted to CSUS.

Based on data from the University of California Information Center website, 170 students transferred to the UC from WCC between 2013-2014 through 2016-2017; 45 students in 2013-14, 52 in 2014-15, 27 in 2015-16, and 46 in 2016-17 (data does not include the full year for 2016-2017 as only fall information is available). For 2016-2017, WCC students submitted 70 UC applications, 53 were admitted, and 46 enrolled at UC campuses. Of the 70 UC applications submitted by WCC students, 69 (98.5%) applied to UC Davis. In 2016-17, WCC students also submitted 24 (34%) applications to UC Berkeley, 9 (13%) to UC Irvine, 14 (20%) to UC Los Angeles, 13 (19%) to UC San Diego, 10 (14%) to UC Santa Barbara, and 15 (21%) to UC Santa Cruz (data is not included for UC Merced and UC Riverside as UC does not include information for years in which fewer than 5 students apply). Of the 53 UC admitted transfer students in 2016-2017, the ethnic backgrounds reported were as follows: African-American=0, American-Indian=0, Hispanic/Latino=14, Asian-American=12, and White=23.

With a large range of majors and proximity to WCC, UC Davis is the most popular UC campus for WCC transfer students. Of the 48 WCC students admitted to UC Davis for Fall 2016, 41 (85%) accepted the offer of admission and enrolled. Based on admission data from UC Office of the President, the ethnic backgrounds reported by WCC students admitted to UC Davis are as follow: African-American=0, American-Indian=0, Hispanic/Latino=11, Asian-American=9, and White=18.

The UC Transfer Admission Planner (TAP) tool provides students the opportunity to express interest in UC transfer, share and update their academic preparation, and streamline the UC application process. Students are also able to apply for the UC Transfer Admission Guarantee (TAG) to guarantee their admission to one UC campus via their UC TAP account. During the 2016-17 academic year, 115 WCC students expressed interest in one or more UC campuses for Fall 2017 admission. Taking an additional step towards UC transfer, 31 WCC students submitted TAG applications for Fall 2017 admission during the September 2016 TAG submission period (UC Davis=28, UC Irvine=1, UC Santa Cruz=2). Of the 31 submitted TAGs, 23 (74%) were approved by UC.

In July of 2016, the Lake County Campus of Woodland Community College was re-aligned with the main campus of Woodland Community College. Pamela Bordisso provides Transfer Counselor support services to students at LCC and communicated her information with Regina Leo for this program review. She has provided 12 classroom presentations to disseminate transfer information and these presentations are made possible through her collaboration with professors. Furthermore, TAG Workshop plans are in progress to provide students with support in this area. In 2016-2017, Sonoma State University visited LCC and presented career and transfer information. In addition, Marymount California University worked closely with Pamela to coordinate visits to meet with student during individual appointments. A Sacramento State University Representative presented to students in the Career and Transfer Center and to EOP&S students also. Pamela has scheduled tours to Sacramento State and Marymount California University to enhance the transfer process by providing opportunities for students to visit their campuses.

Pamela stated that no ADT data for LCC is on Tracdat, so this is an area of growth discussed with regard to centralizing data retrieval for LCC and WCC.

An annual transfer fair was held on September 7, 2017, with 31 college, university and US Military representatives and 373 students, including our student workers and student ambassadors who volunteered to help with the fair, in attendance. There were 374 students in attendance for the fair in 2016. The participation of representatives increased by 19%, with 25 college representatives in 2016. A survey was given to the college representatives, the students, and Transfer Planning Committee to rate their experience of the event. The Transfer Planning Committee consisted of Student Support Services Staff and administration. Overall, groups rated the event highly and were positive in their responses, with ratings of 4s and 5s on a 5 point Likert scale. Survey responses included 133 of the students and 24 of the college representatives. Keys to the success of the fair were the Transfer Fair Committee, support from administration, Dean Sonia Ortiz-Mercado and Director of Matriculation, Mariella Guzman-Aguilar, faculty, staff, Student Ambassadors, and student volunteers, and advertisement of the event through various forms of media (e.g. WCC Mobile App., social media, monitors, lawn signs, posters, etc.).

The Counseling Department has made strides to increase student awareness of the transfer process through hands on application essay writing and transfer application workshops and presentations. The department offers quick questions walk-in appointment sessions, which typically can last up to 15 minutes during peak times of the semester. Students can utilize our online appointment scheduling system, call or visit our counseling office in person to schedule an appointment to speak with a counselor. Phone appointments, as well as same day appointments with a counselor, are available during non-peak times.

SLO Assessment Summary: Data is difficult to gather because all counselors see students about transfer and the center is in the process of being staffed and has been under construction. However, an interim Student Success & Engagement Specialist was hired in late summer 2016 to assist with the transfer efforts and visibility. The position will be filled permanent in the near future. For fall 2017, however, a survey was administered at the Transfer Fair. Our student assistant to the Dean of Student Services gathered and analyzed the data manually from our Transfer Fair student survey cards. Of those students who attended the fair and completed the survey, 53% gave ratings of 4s and 5s (where 5 was a rating of Clear Understanding and 1 was a rating of Unclear Understanding) regarding their understanding of the transfer process before attending the Transfer Fair, with a rise in percentage of 90% rating in the 4s and 5s regarding their understanding of the transfer process as a result of attending the fair. 67% of the students surveyed indicated that they had discussed transfer with a counselor prior to the fair. When asked about updating their educational plan, 67% of the students surveyed have done so within the last year. A discussion about developing stronger assessments/assessment methods need to be considered in the Counseling Department to accurately measure SLOs.

Future Goals and Program Direction: Conduct student survey and focus group of students for those indicating an interest in transferring. Continue building a working relationship with Rodrigo Lopez, interim Student Success & Engagement Specialist (.25 FTE) and the permanent hire to enhance transfer efforts and visibility through outreach (e.g., Fall Fest event with lunch served while receiving transfer information from counselors' presentation), including the Student Welcome Center and a Transfer Center location that provides students with easy access to counselors and visiting college representatives. Promote ADTs and increase applications through counseling appointments, workshops and classroom presentations, especially in classes that are ADT subject areas (e.g., Psychology, Accounting, Administration of Justice). Promote awareness and use of the UC Transfer Admission Planner (TAP) tool for students with interest in UC transfer allowing identification of these students for communication of UC transfer opportunities by WCC Student Services staff and directly from UC campuses. Collect data on students indicating interest in transfer and ADTs during New Student Education Plan meetings and provide this compiled data to counselors to facilitate outreach via e-mail and in-person appointments to increase awareness of ADT and transfer requirements. Continue awareness of transfer opportunities through workshops, Transfer Fair, and college representative visits to WCC, etc. Continue streamlining annual Transfer Fair/Transfer Day coordination with the planning committee before and after fair to discuss areas of improvement. Increase student and college representative attendance at the transfer fair and improve overall experience. Increase data accuracy by having a student sign-in sheet at the check-in booths at the transfer fair, in addition to using clicker counters to keep track of how many students attend the fair. Develop a centralized data collection source for LCC and WCC student support service staff to access. Continue improving on transfer related appointments data by entering "transfer" code on SARS when appointments are scheduled and having counselors go back into SARS to add this code also if a student appointment also involves discussion of transfer information. Increase collaboration between WCC and LCC Student Support Services staff. Schedule more frequent meetings for solely for counselors to collaborate and share information (e.g., conferences, professional development). Continue providing training and informational updates to counselors pertaining to transfer. Funding has been allocated from SSSP to hire permanent staff for transfer position; awaiting hiring of new staff. Develop a transfer newsletter for student services staff and Counseling Department. Continue to develop the first generation transfer marketing campaign. Continue to Increase university campus visitations.

- WCC is committed to providing excellent transfer resources to our students. The realization of these transfer goals will be reinforced with the revitalization of the WCC Transfer and Career Center. With the addition of a trained full-time Transfer and Career Program Specialist, this would allow for the welcoming of students at the front desk, providing information about opportunities, introducing resources, scheduling student appointments with the Transfer Counselor and college representatives, assisting with coordinating, advertising and scheduling college representative visits, and updating the transfer website in collaboration with the Transfer Counselor/Coordinator. Integrating the Career and Transfer Center with Student Support

Services, by having it in close proximity to General Counseling facilitates consultation, access to such things as supplies and transcripts, and fosters supportive relationships with the entire Student Support Services team. This location should also include a dedicated space for college representatives to table and meet with students for walk-in and scheduled appointments. Anticipated resources offered in the center could include:

- Decorations (e.g., college posters, pennants)
- Computers for research opportunities (e.g., Bio Science research, internships, Assist.org, application work, etc.)
- Workshop series (e.g., introduction to transfer pathways, CSU workshops for ADT and transfer, UC workshops for TAP/TAG and transfer, understanding your major and related career exploration, optimizing General Education experience, ASSIST, college application, private college vs. public college)
- Scholarship resources and workshops

Feedback (Validation Team Use ONLY) : Transfer Events: Medium. Requesting \$5,000.

Are you ready to submit your final program review?: No

Recommendation: Hire a part-time/full-time transfer specialist

Hire a transfer specialist. Currently, there is a part-time interim student success & engagements specialist that assists with transfer activities and events. Fortunately, funds have been allocated from SSSP to combine with a career center specialist. The staff member would be housed in the Welcome Center (Eagle's Perch Student Lounge) to advise on transfer and possible career planning, answer basic transfer questions; maintain the center, website and portal, assist with the organization of the career and transfer fairs, workshops and presentations, and provide clerical support for the career/transfer coordinators.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2014-2015, 2015-2016, 2016-2017, 2017-2018

Supporting Evidence : See section under staffing in documentation section of program review under recommended state guidelines for a successful transfer program. It is atypical for a college not to have a staffed center. Our center does not have staff assigned, so it's open, but is self-service. Per Fall 16 Transfer Fair survey, on a scale of 1-5, with 5 being a clear understanding, 100% of students rated their understanding of transfer after attending the fair as 5-3, as opposed to 81% who were unaware of the transfer process prior to attending. The Counseling Department offers quick questions sessions, which typically can last up to 10 minutes during peak times of the semester. Students can also schedule same day appointments with a counselor during non peak times. To enhance our service assistance is needed for those students who have to wait to get appointments with counselors just to ask quick questions and about applications/deadlines etc.

Evaluation Plan: Surveys to students about knowledge of transfer and access to assistance. Transfer rates.

Plan of Action

Staffing - Technical/Clerical - Advocate for transfer specialist (Active)

Budgetary Impact: Approximately 30K a year for pt

Timeline/Responsible Party: Timeline pending budget

Transfer Coordinator

VP of Instruction and Student Services

Dean of Student Services

Location: Woodland Community College - All

Staffing - Technical/Clerical - Dean hired interim .25 FTE to begin October 2015. Students served data will be collected. (Active)

Timeline/Responsible Party: ASAP/Dean/Transfer/Career Coordinators

Location: Woodland Community College - All

Perkins Eligible: No

Related Goals

College - WCC ACCJC

Standard I A - Standard I A: Mission

Standard II B - Standard II B: Student Support Services

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Student Success and Completion (WCC/YCCD) - Conduct student survey and focus group of students for those indicating an interest in transferring. Collect data on students indicating interest in transfer and ADTs during New Student Education Plan meetings and provide this compiled data to counselors to facilitate outreach via e-mail and in-person appointments to increase awareness of ADT and transfer requirements.

Communication (WCC) - To provide students with increased access to transfer planning assistance by:

1. Promoting awareness and use of the UC Transfer Admission Planner (TAP) tool for students with interest in UC transfer allowing identification of these students for communication of UC transfer opportunities by WCC Student Services staff and directly from UC campuses.
2. Promoting ADTs and increase applications through counseling appointments, workshops and classroom presentations, especially in classes that are ADT subject areas (e.g., Psychology, Accounting, Administration of Justice).
3. Continuing awareness of transfer opportunities through workshops, Transfer Fair, and college representative visits to WCC, etc.
4. Continuing to increase university campus visitations.
5. Developing a transfer newsletter for student services staff and Counseling Department.

Recommendation: Marketing

Recommendation that the college provides a budget to the transfer program to pay for additional transfer brochures, newsletters. Also, continue developing a first generation marketing and general transfer campaign, which would include a variety of promotional materials.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2014-2015, 2015-2016, 2016-2017, 2017-2018

Supporting Evidence : Increasing students awareness of transfer resources and transfer information supports the Transfer SLO's. In a Fall 2016 survey, 83% of students said that their understanding of transfer increased significantly by attending just one event.

Evaluation Plan: Transfer rates will be monitored to evaluate whether the marketing campaign increased transfer.

Plan of Action

Advocate for the college to provide a budget to the transfer program. Currently the budget only covers duplicating.
(Active)

Budgetary Impact: Appx 5K per fiscal year

Timeline/Responsible Party: Unknown, pending budget
VP of Instruction and Student Services

Other - Submit proposal to Student Services Dean for funding (Active)

Budgetary Impact: \$2500.00

Timeline/Responsible Party: ASAP/Dean of Student Services/Transfer Coordinator

Location: Woodland Community College - All

Perkins Eligible: No

Related Goals

College - WCC ACCJC

Standard II B - Standard II B: Student Support Services

Recommendation: Increase university campus visitation

Arrange at least two (besides UCD) more university visitations.

Recommendation Priority: 2. Medium Priority

Year(s) Requested: 2014-2015, 2015-2016, 2016-2017, 2017-2018

Supporting Evidence : Verbal feedback given by WCC students during counseling appointments and on the surveys received

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from the annual Transfer Fair, students indicated the importance of campus visits.

Evaluation Plan: Survey students after visiting campuses and the transfer fair, during counseling appointments and after workshops/presentations.

Plan of Action

Other - Ask dean to support funds for campus visits. To include Colusa students. (Active)

Budgetary Impact: Depends on size of group and destination.

Timeline/Responsible Party: ASAP/ Student Services Dean/Transfer Coordinator

Location: WCC Main Campus

Perkins Eligible: No