



Student Services Program Review
Self-Study Report
Transfer Center
Fresno City College

Presenting:

Spring, 2020

Data Collection Period:

14/15 – 18/19

SIGNATURE PAGE

PROGRAM Transfer Center

Submitted on _____
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STUDENT SERVICES PROGRAM REVIEW INSTRUCTIONS

I. PROGRAM OVERVIEW

- A. Describe the program's purpose and the student population served. Utilize bullet points to indicate how the program aligns to the college mission, strategic plan, and applicable state-wide initiatives.

The Transfer Center is a campus wide program serving all students through outreach and guidance services. Outreach services include classroom presentations, the annual Transfer Day College Fair, connecting students with university recruiters, a bi-annual newsletter and other transfer related events. Guidance services include individual counseling appointments, application workshops for transfer, transfer scholarship workshops, and appointments with college recruiters.

Minimum standards for Transfer Centers (Section 51027 of Title 5) adopted by the California Community College Board of Governor's require each college to recognize transfer as one of its primary missions, and to place an emphasis on the preparation and transfer of underrepresented students. While the Fresno City College Transfer Center assists all students interested in transfer to a 4-year-institution with counseling services, the primary goal of Transfer Centers in the California Community College system is to reduce equity gaps in transfer.

1. Alignment to College Mission, *provides quality, innovate ... support services directed toward the enhancement of student success, lifelong learning and the economic, social and cultural development of our students and region:*
 - Being solely focused on transfer pathways, counseling staff can quickly become highly competent transfer specialists.
 - All counselors participate in ongoing staff development.
 - Core services include: Classroom Presentations, Counseling Appointments, University Recruiter support and Transfer Application Workshops
2. Alignment to College Mission, *innovative support services*
 - Use of data sharing agreement with FUSD and UC Merced to identify potential transfers from students experiencing disproportionate impact.
 - Collaboration with Fresno State to create one-of-a-kind transfer program including a *Transfer Admission Guarantee*.
 - Intensive outreach through General Education Classroom Presentations and targeted email.
3. Alignment to Strategic Plan; Objective 1.2, *Increase graduation and transfer rates*. All Transfer Center services are designed to increase transfer rates and many have an indirect impact on graduation rates.

B. Utilizing the chart below, provide examples of evidence-based practices utilized by the program which support equitable student success for your student population.

Evidence Based Practice	Rationale for Practice	Program Impact
University Transfer Scholars Program with CSUF provides case management from both institutions and a Transfer Admission Guarantee.	Developing Strong Relationships with Four-Year Institutions is identified in RP Group's <i>Transfer Velocity Project</i> (2010) as an institutional factor that promotes transfer.	In response to the rising minimum GPA for admission to Fresno State due to impaction, this program is designed to maintain and increase transfers to Fresno State. Students join during their senior year of high school and are case managed by the FCC Transfer Center and the Fresno State Office of Undergraduate Recruitment. Students participate in events on the Fresno State campus, receive a Fresno State ID card and can receive a Transfer Admissions Guarantee.
CSUF and FCC are using data sharing agreement to ensure more students complete application/admission process milestones	Developing Strong Relationships with Four-Year Institutions is identified in RP Group's <i>Transfer Velocity Project</i> (2010) as an institutional factor that promotes transfer.	This program is intended to increase transfer to Fresno State, by reducing the number of eligible students withdrawn due to missing any number of application deadlines. There is particular emphasis on students who have experienced disproportionate impact. Students who apply are actively monitored to ensure that they complete application / admission milestones, such as, transcript submissions, ADT verification, CSUF student account creation, etc.
FUSD, UC Merced and FCC are utilizing a data sharing agreement to identify and mentor students from low income and first generation backgrounds.	Developing Strong Relationships with Four-Year Institutions is identified in RP Group's <i>Transfer Velocity Project</i> (2010) as an institutional factor that promotes transfer.	Currently, FCC Caucasian students transfer to the UC at double the rate compared to their proportion of the student body. This program is designed to increase transfers to the UC amongst students who have experienced disproportionate impact. The FCC Transfer Center will outreach to students who are identified as a potential fit to the UC during their senior year of high school. They are then case managed by the FCC Transfer Center and UC Merced and will be able to engage in enrichment activities at both FCC and UC Merced.
Transfer Center Advisory Groups	<i>Supporting Men of Color in the Community College (2017)</i> reports underutilization of Transfer Centers by Men of Color	Formed three different advisory groups to consult on Transfer Center practices to reach and serve various student populations (African-American, Asian-American and Latinx). Each group included instructional faculty, counseling faculty, a research coordinator and the transfer center coordinator. Each group looked at group specific transfer data, group specific Transfer Center usage data, and advised on practices to best serve students.

- D. Describe an example of program collaboration (since the last program review) with on-campus and/or off-campus programs. If applicable, include collaborations/partnerships with statewide or national organizations.
- a. **Intersegmental Collaboration:** As described above, the Transfer Center is engaged in multiple collaborations with both K12 and 4-year institutions including Fresno Unified, Fresno State, UC Merced and Fresno Pacific University. These collaborations are essential to reduce equity gaps by repairing leaks in current pipelines and creating new ones.
 - b. **HBCU Caravan:** The Transfer Center has collaborated with Fresno City College Umoja programs (SYMBAA & IDILE) to host multiple HBCU Caravan's. Helen Young, Project Director of the CCCC Transfer Guarantee to HBCU's, reported that FCC is the only campus they've visited where the Transfer Center is involved in hosting HBCU events. Due to the institutional commitment that this represented, they have made FCC a priority campus for events. The Transfer Center and Umoja are exploring an HBCU College Tour for the future.
 - c. **Fresno City College / Fresno State Send-Off Ceremony:** In May 2018 and 2019, FCC and Fresno State held a ceremony for all admitted Transfer Students. Students receive a medallion with both institutions names which has been presented by Presidents Castro and Goldsmith each year.

- E. Has the program accomplished the goals identified in the annual unit plans (attach unit plans to appendix A)? **No**

If no, please explain your progress toward meeting the goals.

14/15 and 15/16 goals were created before this writer's placement in the Transfer Center. Institutional Research was consulted in an attempt to find these documents. During the two years in question there was great confusion regarding Annual Unit Goals, Student Learning Outcomes and Service Unit Outcomes. The documents available to this writer weren't clearly identified and were incomplete. Institutional Research recommended not to include this documents in the Program Review.

16/17: All goals were completed except for the following: *Increase access to and awareness of transfer majors to UC Merced and Fresno State.* The activities of this goal primarily focused on identifying and creating major pathways. It was determined that this wasn't the Transfer Centers role; rather, efforts should be focused on creating partnership programs with 4-year institutions to increase access and awareness.

17/18: All goals were completed.

18/19: All goals were completed.

- F. Were there recommendations made in the prior program review? **Yes**

If yes, were all of the recommendations completed? **No**

If no, please explain your progress toward meeting the recommendations.

All recommendations were completed except the following: *Develop a Transfer Academy model to connect FCC students to the Transfer Center and supportive services.* It was determined that creating a cohort style learning community wasn't the most effective way to connect the largest amount of students to the Transfer Center. Additionally, it was

determined that this would create an inequitable distribution of resources to those in the learning community versus those outside of the learning community.

G. If applicable, complete the chart below identifying internal and/or external factors since the last program review that have impacted the program.

Internal/External Factors	Impact on program
Impaction at Fresno State	In the span of 5 years, the minimum GPA required for transfer admission has gone from 2.0 to 2.9. This has led to a significant number of FCC students needing to find a transfer alternative.
Transfer Center Staff transition	Between the 14/15 and 15/16 academic years the entire staff of the Transfer Center turned over. While this led to a loss of experience and expertise, it also opened the opportunity for new directions.

II. PROGRAM DATA AND SERVICE UNIT OUTCOMES (SUOs)

Please attach SUO assessment results in Appendix B to the program review

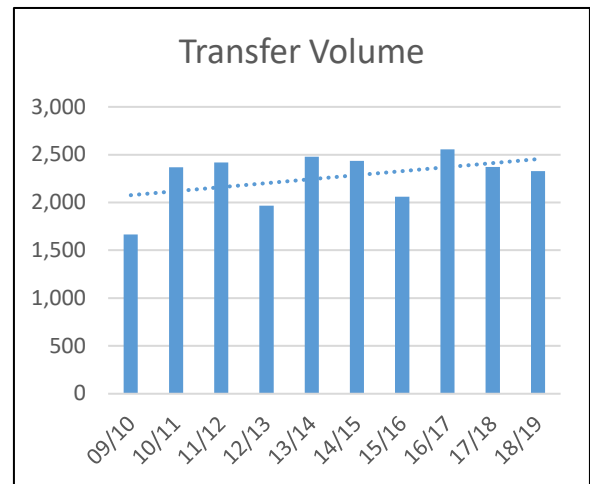
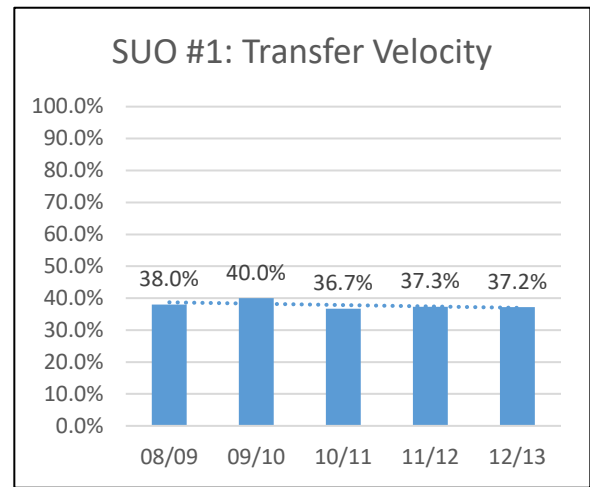
A. Review and analyze the last five years of service unit outcomes and assessment data. Describe any trends and anticipated changes (i.e. changes to the program, outcome statement, assessment method, identified training, professional development).

14/15 and 15/16 Service Unit Outcomes were created before this writer’s placement in the Transfer Center. Institutional Research was consulted in an attempt to find these documents. During the two years in question there was great confusion regarding Annual Unit Goals, Student Learning Outcomes and Service Unit Outcomes. The documents available to this writer weren’t clearly identified and were incomplete. Institutional Research recommended not to include this documents in the Program Review.

Service Unit Outcomes were created at the end of spring 2017. Following is a review of the Service Unit Outcomes that have been in place for the 17/18 through 18/19 academic years. When possible, data has been reported for the entire Program Review timeframe.

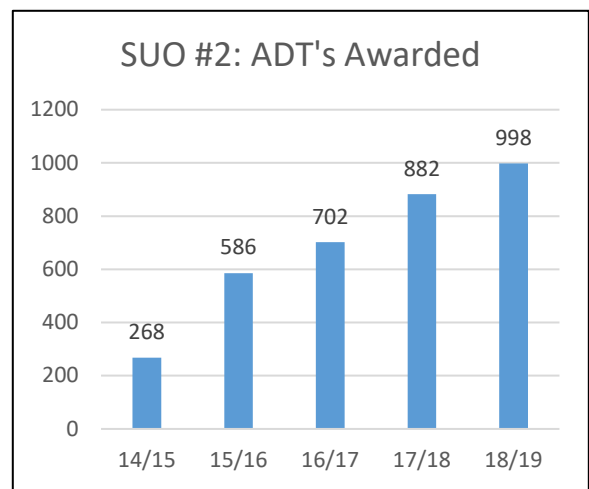
SUO #1 Outcome Statement: *The percentage of students in a defined cohort that transfer to a four-year college or university will increase. (transfer velocity percentage – transferred students divided by the total number of cohort students, cohort includes six years).*

Transfer Velocity rates during the period of this program review show a relatively small decline with a range of 3.3 percentage points. While this is an established measure of transfer success, it may not be the most useful for a program review. The students in the 08/09 cohort transferred prior to the current program review timeline and the 12/13 cohort's first two years on campus occurred prior to 14/15 as well. While the Student Success Scorecard similarly reported a Degree/Transfer rate, the new Student Success Metrics report Transfer Volume instead. A ten-year report of Fresno City College transfer volume shows a moderate increase. However, this measure is problematic as well for a program review. Transfer volume doesn't account for extraneous events such as changes in enrollment and various 5-year slices show differing trend lines. Given that transfer itself is a lagging indicator that is often measured one to two years after the event, neither transfer velocity nor transfer volume may be useful measure of the Transfer Center's effectiveness. One goal for the future could be to identify either leading indicators of transfer influenced by this service unit or to identify measurable outcomes for students who receive Transfer Center services and compare them to student who don't access these services. The Transfer Center, in consultation with Institutional Research, will develop a new SUO to replace this one for the 20/21 academic year.



SUO #2 Outcome Statement: *The number of students completing ADTs will increase.*

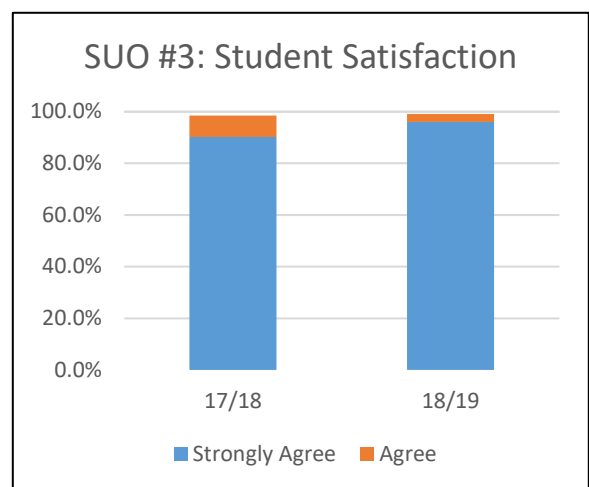
The number of Associate Degrees for Transfer (ADT's) awarded by Fresno City College increased by 372% over the period of this program review. While the Transfer Center does support the completion of ADT's, this may not be a precise measure of program effectiveness. The most likely explanation of this increase is that the first ADT was introduced in the 11/12 academic year and the number of available ADT's increased to 26 by the end of the 18/19 academic year.



Similarly to the first SUO, it may be more helpful to identify either leading indicators of transfer influenced by this service unit or to identify measureable outcomes for students who receive Transfer Center services and compare them to students who don't access these services. The Transfer Center, in consultation with Institutional Research, will develop a new SUO to replace this one for the 20/21 academic year.

SUO #3 Outcome Statement: *Students will indicate overall satisfaction with Transfer Center services.*

One question is asked on all Transfer Center student surveys: "Would you recommend this service (or event, workshop, counselor, etc) to a friend?" The aggregate of all surveys is used to report on this SUO. For the 17/18 academic year (n 1134) 98.5% of students *Agreed or Strongly Agreed* with this statement. For the 18/19 academic year (n 546) 99.1% of students *Agreed or Strongly Agreed* with this statement. These surveys are administered



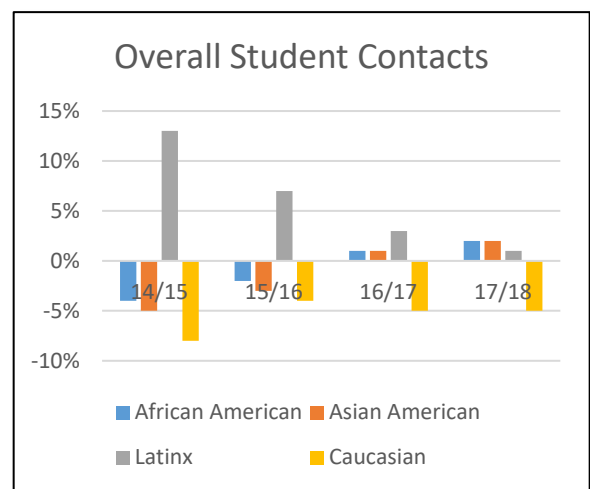
immediately after service delivery, which may not give a comprehensive picture of student satisfaction. One suggestion for future program review would be to also assess student satisfaction at an interval after service delivery, such as, 3-months. The Transfer Center will consult with Institutional Research during spring 2020 to determine if there is a more meaningful way to measure this goal for the 20/21 academic year and beyond.

- B. If applicable, utilize the program's data dashboard to review and analyze the last five years of data. Provide an analysis of trends, any equity gaps, and recommendations for improvement.

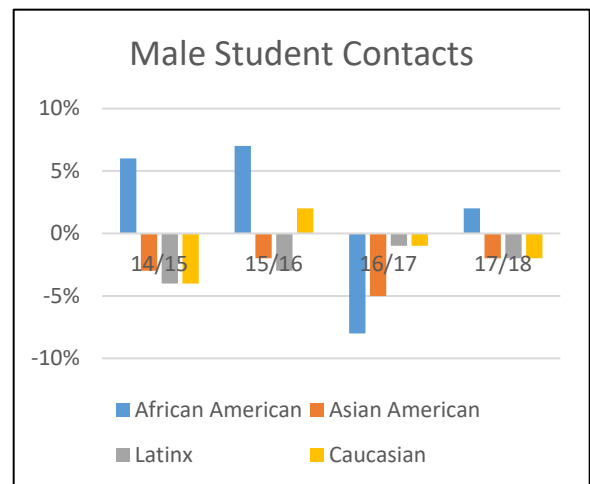
The Transfer Center doesn't have a program review data dashboard, however there has been an intentional effort to investigate equity gaps in service utilization. A dashboard was created which looks at some general demographic information of students served by the Transfer Center between the 14/15 and 17/18 academic years. During the 18/19 academic year, the Transfer Center changed mid-year form SARS to Starfish for scheduling appointments and Institutional Research is still reconciling the two data sources for this dashboard. Additionally,

three different advisory groups were formed in the spring of 2017 for African American, Asian American and Latinx students. Each Advisory group was compromised of representative instructional and counseling faculty. The advisory group was presented with a summary of the following information and some transfer data for their respective student populations and current Transfer Center practices on serving these students. The advisory group was then asked to provide guidance and suggestions on further practices to support students. Following is a discussion of trends seen in student contact data for the four largest race/ethnicity groupings at Fresno City College. The comparisons are the difference between each groups proportional representation in FCC FTES for a given year and their proportional representation in student contacts. For example, during the 14/15 academic year, Latinx students comprised 63% of students served in the Transfer Center; whereas, they comprised 50% of FCC's FTES for the same year. So, the chart below shows a difference of 13 percentage points.

Overall Student Contacts. As can be seen in the chart to the right, in the 14/15 and 15/16 academic years the Transfer Center saw a substantially higher proportion of Latinx students in comparison to the other three student groups assessed. One reason for this is likely due to Title V grant funded Camino Program being housed in the Transfer Center. This program was designed to increase transfer outcomes for Latinx students. While this is an important goal, the current focus of the Transfer Center is to reach a wider population of disproportionately impacted students. While there is no specific quota defined for students, the relative balance seen in the 17/18 academic year is more in line with the Transfer Center's current focus of increasing transfer outcomes for disproportionately impacted students. It is important to note that despite the proportional rebalancing, actual numbers of students served has increased substantially for all student groups. The actual number of Latinx students served in 17/18 was a 49% increase over the 14/15 academic year.



Male Student Contacts. According to research findings reported in *Supporting Men of Color in the Community College (2017)*, Men of Color tend to underutilize many college campus offices including Transfer Centers. Overall, this trend seen in the data presented here. One exception is substantial volatility in the proportion of African American males served. Some of this may be due to a dramatic increase of 140% in the actual number of African American female students served between the 15/16 and 16/17 academic years. Another contributing factor may be a substantial change in the proportion of male/female FTES for African American

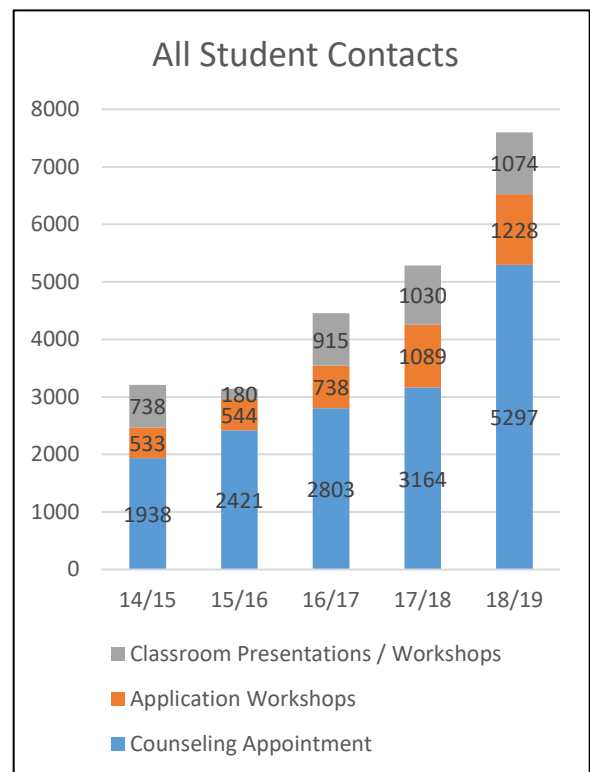


students between those two same academic years. Looking at the 17/18 academic year, African American male students were served in a slightly larger proportion. This may be a result of increased collaboration with the SYMBAA/IDILE programs, which suggests that this collaboration should be continued. Latinx and Asian American male students still access Transfer Center services at a slightly lower proportion, which suggests a need for increased outreach. It is important to note that despite the fluctuations between male and female students served, actual numbers of students served has increased substantially for all student groups both male and female between 14/15 and 17/18 academic years.

Additional Discussion. It would be important to look at demographic trends in student contacts and the Transfer Center will work with Institutional Research to annually update this dashboard. Another area for future focus will be to review service contacts for emerging groups of interest such as LGBTQ, multi-ethnicity, foster-youth, etc. As data becomes more reliable and valid it will be important to evaluate how these students are utilizing Transfer Center services. An established student group not included in the preceding data analysis is the Native American / Alaskan Native student population. This group’s actual numbers and proportional percentages were so low that there was concern about a valid and reliable analysis. However, the Transfer Center does collaborate with the FCC RAIN program with counseling support, classroom presentations and 4-year institution recruiter contacts in order to support contact with this student group. The Transfer Center will work with Institutional Research to determine the best way to formally evaluate service provided to these students.

C. If applicable, provide any additional data that is relevant to your program.

The Transfer Center has experienced substantial growth in students served over the previous program review period—137% overall increase. Counseling appointments have increased by 173%, Application Workshop attendance increased by 130% and Classroom Presentation & Workshop attendance have increased by 46%. Initial increases have been due to greater efficiency in scheduling and a more robust marketing of services through targeted email, social media and printed media. Additionally, Student Services leadership have allocated more counselors to the Transfer Center which has increased capacity. The Transfer Center has also taken active steps to increase trust as a referral source for many satellite counseling offices such as DSPS, CalWorks, EOPS and many of the Specialty Cohort programs (Puente, USEAA, SYMBAA/IDILE and RAIN).

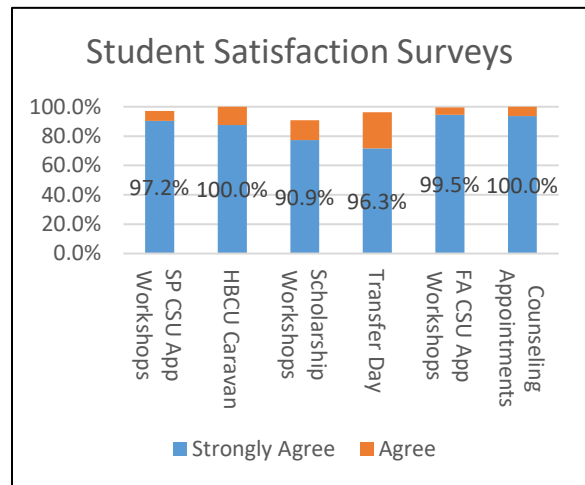


III. SERVICE SATISFACTION

Working with Institutional Research, Assessment, and Planning Office design and administer at least one service satisfaction survey to students and/or colleagues during the review cycle

- A. How was the survey(s) conducted? Please include a copy of the survey(s) in Appendix C.

Surveys were administered to students across the 17/18 and 18/19 academic years with 1,680 respondents. Depending on the service being assessed, surveys were either web-based or hard copy. One question is asked on all Transfer Center student surveys: "Would you recommend this service (or event, workshop, counselor, etc) to a friend?" This allows an overall measure of student satisfaction to be reported, but it also allows for comparison between services. Surveys were given to students who participated in the following Transfer Center services: Spring and Fall Application Workshops, Scholarship Workshops, HBCU Caravan, Transfer Day and Counseling Appointments.



- B. Summarize findings of the survey.

All of the surveys reported a satisfaction rate of over 90%. This was true for the common question throughout all surveys, but it was also true for every question asked in each survey. There aren't any previous student satisfaction surveys to compare to. The previous program review surveyed students to find out which Transfer Center services they utilized.

- C. Describe implications and/or actions taken from these findings.

This writer believes that student satisfaction surveys for counseling services are substantially related to how well the counselor builds rapport with the student. It may not be a complete measure of counseling competency or effectiveness. Additionally, surveys are administered immediately after the service and therefore measure student satisfaction at that point. The student hasn't had time to reflect on the advisement given, discover any errors in that advisement or receive differing information from other professionals. This writer isn't convinced that these survey results conclusively show no room for improvement in the delivery of counseling services in the Transfer Center. These findings do suggest that the Transfer Center counselors are excellent at building rapport with the students they serve. Additionally, it is clear that students leave their session highly satisfied with their student education plans and the advising that they've received. Students also report a high degree of satisfaction with Application Workshops, Scholarship Workshops and Transfer Fairs. The main action item resulting from this survey data is to consult with Institutional Research during spring 2020 regarding the best way to capture a comprehensive picture of student satisfaction.

- D. Describe exemplary services and any identified areas for improvement.

On face value, the survey data suggest that all counseling services are exemplary and there are no identified areas for improvement. However due to the rationale presented above, this

writer doesn't ascribe to this view. It would be fair to say that the satisfaction survey presented above suggests that the Transfer Center counselors demonstrate exemplary skills at building rapport with students. Additionally, students find Transfer Center services to be valuable and helpful. The largest area for improvement is to determine how to measure the effectiveness of the services offered in the Transfer Center. While student satisfaction is important to consider, the effectiveness of Transfer Center services in supporting student transfer may be more important.

IV. PROGRAM RESOURCES

A. Complete the staffing chart below.

Employee Group	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Academic Managers	1	1	1	1	1
Classified Managers	0	0	0	0	0
Classified	1	1	1	1	1
Faculty FT	3	3	1	2	3
Faculty PT	5	5	3	4	6
Student Workers	0	0	0	0	0
Total	10	10	6	8	11

B. Are the current staffing levels sufficient to support the needs of the program? **No**
If no, provide an explanation.

Staffing levels in the Transfer Center have consistently increased since a low point in 16/17. This increase has continued into the current academic year with a total of 13 full-time and part-time staff members. It is anticipated that this trend may increase as the Transfer Center engages in more activities to support student transfer. While staffing levels are adequate to meet current student demand for services, there is a need for a fulltime Director / Academic Manager. Currently, the Transfer Center is supervised by a Counseling Faculty Coordinator. This position is unable to devote adequate time to managing given counseling responsibilities and the shorter academic schedule. Additionally, the Counseling Faculty Coordinator doesn't attend management meetings and isn't a budget manager. This makes it more difficult to advocate for resources for the Transfer Center.

Fresno State Admissions and the FCC Transfer Center have been discussing the possibility of splitting the cost of a full-time transfer counselor at FCC to implement the University Transfer Scholars Program. Involvement into this program has been increasing over the past three years. Currently, 340 students are enrolled with half of those joining the most recent cohort. There are multiple events jointly held each year on both campuses and the program has a heavy case management component. Having a full-time counselor is seen as a necessary feature in implementing this program with fidelity and accommodating the growth. Additionally, having this person as a joint employee will assist implementing the multiple events at both campuses.

C. What are the specific hours of operation for the program/department? Describe how the hours support the needs of diverse student populations.

The Transfer Center currently follows the schedule for the rest of the services in the Student Services Building. Currently, this means it is open from 8am – 5pm on Mondays, Tuesdays, Wednesdays & Fridays and from 8am – 6pm on Wednesdays. There could be value in being open later during the day to accommodate students who work. However, extended hours work best when all of the primary services are available such as, Financial Aid, Admissions & Records, and General Counseling, so the Transfer Center is unlikely to be open hours that the rest of the building is closed. The Transfer Center did explore offering an evening Transfer Day College Fair in 2017, but despite immense marketing it wasn't very well attended.

- D. Review the last five-year budget (Appendix D). Provide a brief summary and describe any trends.

The 14-15 budget for the Transfer Center was \$280,644 with over 98% being allocated to staff salaries (one Counselor/Coordinator, one Adjunct Counselor and one Office Specialist). This budget has remained relatively flat with minor fluctuations due to salary changes. The 18-19 budget for the Transfer Center was \$244,416 with over 98% being allocated to the same three staff positions. Non-staffing related expenditures for the Transfer Center has fluctuated from \$4,000 to \$4,600. However, this doesn't truly reflect what the Transfer Center spends on staffing, activities and services throughout the year. Student Services Administration has been very supportive of the Transfer Center and expenses are frequently paid from a variety of funding sources. To ensure that Transfer Center funding continues to be adequate throughout any future changes in funding, leadership, etc, this service unit should seek to increase the official budget to reflect actual expenses. Additionally, it is more difficult to track expenses and report the actual cost of the activities and services provided when they aren't recorded in a single Transfer Center budget.

- E. Are there sufficient opportunities and funding for professional development for faculty and staff? **Yes**

If no, provide an explanation.

- F. Give at least one example of how professional development (since the last program review) was used by the program.

Statewide Transfer Center Director trainings have allowed Transfer Center staff to interact with staff from transfer centers at other community colleges. This interaction has led to new services offered such as the Transfer Scholarship Workshop, UC Personal Insight Questions Workshop and Classroom Presentations to sections of ENGL 1A.

- G. Does the facility and equipment (including technology) meet the needs of the program/department? **Yes**

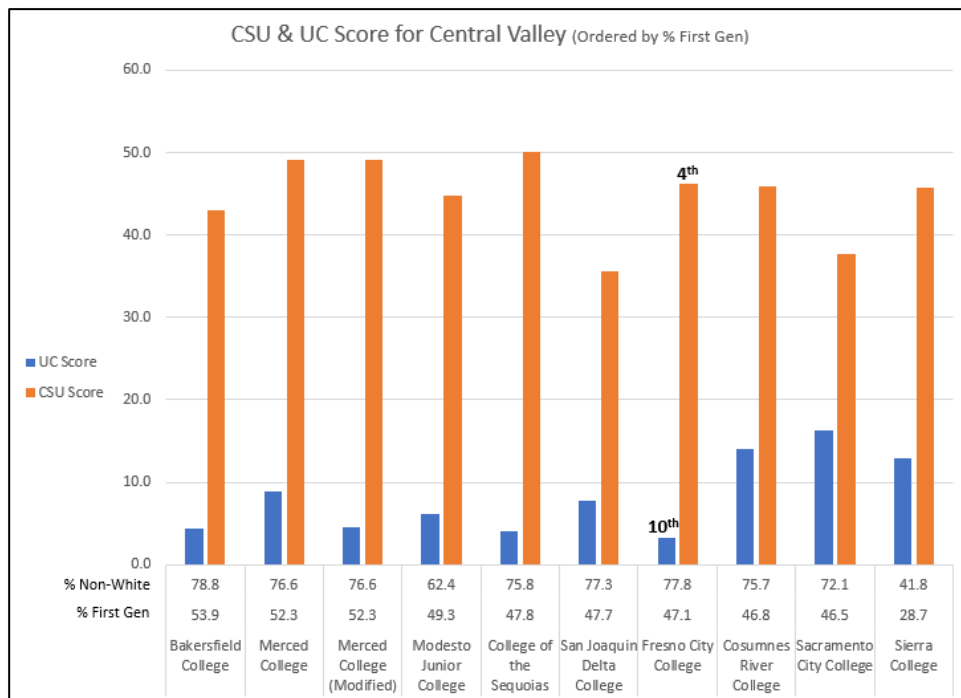
If no, complete the table below

Resource Needed	Evidence

V. SUMMARY, RECOMMENDATIONS, AND LONG-TERM GOALS

Only include information previously referenced in the program review

- A. Briefly describe or list the strengths of the program.
- The Transfer Center has doubled the number of students served.
 - Overall, the Transfer Center is reaching a diverse student population.
 - The counseling staff does an exemplary job of building rapport with students.
 - The Transfer Center has fostered a variety of intersegmental partnerships that are innovative and unique.
 - The Transfer Center is innovative in its use of data to promote student transfer.
- B. Briefly describe or list areas of the program with the potential to be improved. Outline your strategies, current or proposed, to address these areas.
- Developing a stronger approach to case management. Through the FCC Student Equity Plan, the Transfer Center is hiring a Senior Program Specialist to conduct case management of students during the transfer application process and ongoing case management of students identified in a variety of Student Equity Plan projects (UC Prospects and students Near the Gate).
 - Expand outreach of Transfer Center services. Historically, the Transfer Center only conducted classroom presentations in Counseling courses; however, this only reaches a small segment of the student population. The Transfer Center has started conducting classroom presentations in ENGL 1A courses, which has been very successful. The plan is to continue this practice and to expand to entry level Math courses and Cultural Studies courses.
 - Increase programs and services design to support UC transfer with the goal of doubling the number of FCC students transferring to a UC by 2027. In 2017 a simple analysis was conducted to compare FCC's UC transfer volume to other community colleges in the San Joaquin Valley. FCC was 10th (last place) in comparison other mid-size to large community colleges near us; whereas, FCC was 4th in CSU transfers. Strategies to achieve this outcome include using a data sharing agreement with Fresno Unified and UC Merced to identify potential recruits for the UC System, outreach to these students during Reg-To-Go, continued case management of these students and providing them with UC engagement activities. An additional step is to create a UC team of counselors who will focus on UC bound students and conduct any ancillary services such as UC application workshops, UC Personal Insight Question workshops and UC outreach presentations.



The information in this chart was collected in the spring of 2017. It is essentially a modified percentage in that transfer volume to the UC was divided by FTES and then multiplied by 1000. Also shown is the percentage of First Generation students and Non-White students for each college.

- C. List the program’s top three goals for the next five years, including details of how and when they will be evaluated.

Transfer Center goals for the next five years have been substantially influenced by the RP Group’s *Through the Gate Transfer Study*. This study sought to identify strategies for increasing transfer among “high-leverage” learners. These high-leverage learners are close to transfer, but may require modest but targeted intervention to successfully transfer.

1. Develop and implement case management strategies including: case management of students during the admissions process to local 4-year-institutions, more outreach to students as they reach internal milestones, and students involved in the Transfer Centers *Near the Gate* project. Admissions case management will be reviewed each cycle and the percentage of eligible students whose application were withdrawn can be compared to the baseline set prior to the implementation of these services. Outreach to students as they reach internal milestones will be evaluated annually by measuring the response rate to emails and phone calls. Case management for the *Near the Gate* project will be evaluated annually by comparing the respective Math or English course pass rate to similar students.
2. Increase transfer volume to the UC utilizing targeted outreach through data sharing agreement with FUSD and UC Merced, case management and UC engagement activities. This program will be evaluated annually using UC transfer volume data.
3. Overall increase in outreach through classroom presentations to ENGL 1A, transfer level Math courses and cultural studies courses. Outreach will be evaluated each year

by examining each student's interaction with the Transfer Center after having seen a classroom presentation.

VI. APPENDICES

Appendix A – Annual Unit Plans

See attachment

Appendix B – SUO assessment results

SUO #1: Results included in report narrative.

SUO #2: Results included in report narrative.

SUO #3: See Appendix C

Appendix C – Copy of satisfaction survey

1. Counseling Appointment Satisfaction Survey – 2017 - 2018

Question	Respondents: 78	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The counselor showed genuine interest and concern.		88.3%	11.7%	0.0%	0.0%
2. The counselor demonstrated respect for me and provided a warm, accepting and friendly environment.		96.2%	3.8%	0.0%	0.0%
3. The counselor took time to listen to me and understood my needs.		94.8%	5.2%	0.0%	0.0%
4. The counselor remained focused on me and my concerns, circumstances, and issues throughout the counseling session.		93.6%	6.4%	0.0%	0.0%
5. The counselor was enthusiastic about programs and services at the college.		89.3%	10.7%	0.0%	0.0%
6. The counselor communicated effectively with me.		94.7%	5.3%	0.0%	0.0%
7. The counselor was knowledgeable about specific services, programs, or procedures that I asked about.		90.8%	9.2%	0.0%	0.0%
8. The counselor was knowledgeable about courses and programs at four-year colleges and universities.		84.9%	15.1%	0.0%	0.0%
9. The counselor was knowledgeable about educational and career opportunities and how to plan for them.		91.9%	8.1%	0.0%	0.0%
10. The counselor was knowledgeable about resources and services available in the community.		93.2%	6.8%	0.0%	0.0%
11. The counselor helped me achieve a realistic understanding of the options available to me.		89.3%	10.7%	0.0%	0.0%
12. I am satisfied with the Educational Plan document that was developed with my counselor during my session.		91.9%	6.8%	1.4%	0.0%

13.) The counselor helped identify obstacles and personal issues that are impediments to me attaining my goals.	92.4%	6.1%	0.0%	1.5%
14. The counselor helped me to design an educational plan/individual action plan and provided ongoing motivational support.	93.2%	6.8%	0.0%	0.0%
15. I left with a clear plan for my major or transfer objectives.	89.5%	7.9%	2.6%	0.0%
16. I left comfortable sharing my concerns with this counselor.	90.8%	9.2%	0.0%	0.0%
17. The counselor is available during the scheduled time of my appointment.	93.2%	6.8%	0.0%	0.0%
18. I would recommend this counselor to other students.	93.6%	6.4%	0.0%	0.0%

2. Spring CSU Application Workshop – August 2017

Question	Respondents: 174	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. I was provided with the tools necessary to complete the CSU Application.		84.5%	13.8%	0.0%	0.6%	1.1%
2. I was able to complete most of the application.		75.3%	17.8%	2.9%	2.3%	1.7%
3. The counselors were knowledgeable.		85.6%	12.6%	0.0%	0.6%	1.1%
4. The counselors were able to help my through the application.		86.2%	10.3%	1.7%	0.6%	1.1%
5. I would recommend this workshop to my friends.		86.8%	10.9%	1.1%	0.0%	1.1%

3. Fall CSU Application Workshop – October - November 2017

Question	Respondents: 401	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. I was provided with the tools necessary to complete the CSU Application.		82.9%	16.1%	0.5%	0.0%	0.5%
2. I was able to complete most of the application.		72.9%	22.6%	2.4%	1.6%	0.5%
3. The counselors were knowledgeable.		87.4%	11.8%	0.3%	0.0%	0.5%
4. The counselors were able to help my through the application.		87.9%	10.8%	0.8%	0.0%	0.5%

5. I would recommend this workshop to my friends.	89.0%	10.2%	0.0%	0.3%	0.5%
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4. HBCU Caravan – 2017

Question	Respondents: 8	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. The information provided today was helpful in planning OR preparing to transfer		87.5%	12.5%	0.0%	0.0%	0.0%
2. The College / University representatives were helpful.		87.5%	12.5%	0.0%	0.0%	0.0%
3. I got the information I was hoping to get.		87.5%	12.5%	0.0%	0.0%	0.0%
4. I would recommend this event to my friends.		87.5%	12.5%	0.0%	0.0%	0.0%

5. Scholarship Workshops

Question	Respondents: 22	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. I learned how to apply for scholarships.		63.6%	36.4%	0.0%	0.0%	0.0%
2. I feel confident in applying for scholarships.		50.0%	45.5%	0.0%	4.6%	0.0%
3. The counselors were knowledgeable.		72.7%	27.3%	0.0%	0.0%	0.0%
4. I would recommend this workshop to my friends.		77.3%	13.6%	4.6%	0.0%	0.0%

6. Transfer Day – 2017

Question	Respondents: 81	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. The information provided today was helpful in planning OR preparing to transfer		58.0%	39.5%	1.2%	0.0%	1.2%
2. The College / University representatives were helpful.		64.2%	30.9%	2.5%	0.0%	1.2%
3. I got the information I was hoping to get.		61.7%	32.1%	3.7%	0.0%	1.2%
4. I would recommend this event to my friends.		71.6%	24.7%	1.2%	0.0%	1.2%

7. Spring CSU Application Workshop – August 2018

Question	Respondents: 139	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. I was provided with the tools necessary to complete the CSU Application.		90.8%	5.3%	2.6%	0.0%	1.3%
2. I was able to complete most of the application.		84.0%	9.6%	2.4%	1.6%	2.4%
3. The counselors were knowledgeable.		91.9%	4.8%	0.8%	1.6%	0.8%
4. The counselors were able to help my through the application.		90.4%	5.6%	1.6%	1.6%	0.8%
5. I would recommend this workshop to my friends.		92.8%	4.0%	1.6%	0.8%	0.8%

8. Fall CSU Application Workshop – October - November 2018

Question	Respondents: 384	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1. I was provided with the tools necessary to complete the CSU Application.		95.7%	16.1%	0.5%	0.0%	0.5%
2. I was able to complete most of the application.		87.5%	10.2%	1.2%	58.0%	0.6%
3. The counselors were knowledgeable.		96.2%	3.2%	0.0%	0.0%	0.6%
4. The counselors were able to help my through the application.		97.7%	2.0%	0.0%	0.0%	0.3%
5. I would recommend this workshop to my friends.		98.0%	1.5%	0.3%	0.0%	0.3%

Appendix D – Budget

See Attachment

Appendix E – Student Equity Data

African-American Student Contacts					
Year		14/15	15/16	16/17	17/18
All Students	Transfer Center	5%	5%	7%	8%
	FCC / Difference	9%/-4%	7%/-2%	6%/1%	6%/2%
Female Students	Transfer Center	48%	44%	60%	54%
	FCC / Difference	53%/-5%	52%/-8%	52%/8%	56%/2%
Male Students	Transfer Center	52%	53%	39%	45%
	FCC / Difference	46%/6%	46%/7%	47%/-8%	43%/2%

Number		169	162	287	427
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Asian-American Student Contacts

Year		14/15	15/16	16/17	17/18
All Students	Transfer Center	10%	12%	11%	11%
	FCC / Difference	15%/-5%	15%/-3%	10%/1%	9%/2%
Female Students	Transfer Center	54%	53%	54%	55%
	FCC / Difference	52%/2%	51%/2%	50%/4%	53%/2%
Male Students	Transfer Center	44%	46%	44%	43%
	FCC / Difference	47%/-3%	48%/-2%	49%/-5%	45%/-2%
Number		325	371	442	559

Latinx Student Contacts

Year		14/15	15/16	16/17	17/18
All Students	Transfer Center	63%	61%	58%	58%
	FCC / Difference	50%/13%	54%/7%	55%/3%	57%/1%
Female Students	Transfer Center	58%	59%	58%	58%
	FCC / Difference	54%/4%	56%/3%	56%/2%	57%/1%
Male Students	Transfer Center	41%	40%	41%	40%
	FCC / Difference	45%/-4%	43%/-3%	42%/-1%	42%/-2%
Number		2016	1909	2370	2998

Caucasian Student Contacts

Year		14/15	15/16	16/17	17/18
All Students	Transfer Center	14.0%	16.0%	16.0%	14.0%
	FCC / Difference	22%/-8%	20%/-4%	21%/-5%	19%/-5%
Female Students	Transfer Center	52%	49%	48%	50%
	FCC / Difference	48%/4%	50%/-1%	47%/1%	49%/1%
Male Students	Transfer Center	47%	51%	51%	48%
	FCC / Difference	51%/-4%	49%/2%	52%/-1%	50%/-2%
Number		460	513	657	742

