De Anza College
Student Services Planning and Budgeting Team (SSPBT)
Program Review

Program Name	**Transfer Center**		Enter the name of the program being reviewed.
Name(s) of the author(s) of this report	Patricia Gibson		Enter the name or names of those who wrote this APRU.
Tracdat Description (50 character max)	Part 1	Program Information	
SS 1c) Number students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	1608 students were seen on a drop-in and appointment basis. The trend is upward by approx. 30%.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	The TC serves all De Anza Students. Students range from completely decided on major and transfer institution to those students who may not be sure of transfer at all. We see students from various programs on campus: SSRS, EOPS, DSPS, EDC, ISP etc. First generation college students may make multiple visits to see our Advisors and or Counselors.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?

	Part 2	MISSION and Accreditation Standard II.B.1	
	2a) What is the program Mission Statement?	Recognizing that Transfer is a primary mission of De Anza College, the Mission of the Transfer Center is to facilitate university transfer of De Anza students in particular of underrepresented populations by collaborating with instruction, universities, and students.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	Accuracy of information provided to students is the cornerstone of the services we provide. Without that accuracy, students' transfer can be delayed or even prevented. Below are just some of the many ways we stay abreast of ever changing transfer information: • TC staff attends the annual Ensuring Transfer Success Conference offered by the University of California State Chancellors Office. • TC staff attends the annual California	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.

| | | State University Advisor/Counselor Conference. | |
| | | The TC staff utilizes numerous up to date web resources (e.g. Assist.org, Transfer Counselor Website, etc.) in advising DAC students. TC staff members are represented at every university informational session held on campus (e.g. SJSU Next Steps for Admitted Students, USF Information workshop, UCLA Admission Workshop, etc.). The TC maintains working relationships with our UC, CSU, and private university representatives. Through these cultivated relationships, we can get answers via email/phone to complex student questions.
While the volume and | |

		complexity has increased over the last five years, we use the above strategies to keep up with ever changing transfer information. With SJSU being impacted and the addition of the ADT Degrees, we are always checking and rechecking what we share with students. By using this meticulous approach, we can help our student's succeed in their transfer goals.	
SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	The core of the Transfer Center is to function as a learning center for Transfer students. The point we remind students is that NO ONE WAS BORN KNOWING HOW TO TRANSFER! Because understanding the transfer process is a learned skill, we must be providing as many opportunities for students to ask questions, seek out resources, understand processes, and develop behaviors that support their transfer goal.	Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html

	Part 3	Accreditation Standard II.B.3	
	3a) In what ways and to what extent does the program assure equitable access for all students?	In order for students to utilize services, they must be aware of what, where, and when those services are available. The following is how the TC reaches out to ensure access to DAC students: The TC can no longer rely on students just coming in to the center on their own. We have to reach out to them! Satellite advising has helped the TC reach more students. We provide what we call "Transfer Tuesdays!" Staff from the TC provide advising services in the Hinson Campus Center in the same location every Tuesday. This has allowed students to utilize our services in a way that meets the student where they are. In 2014-15 the TC staff saw 224 students through satellite advising. The TC maintains its own webpage. Here students have access to information on events such as TC Transfer Day,	Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.)to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.

		application filing periods, university representative visits etc.	
SS 3b) State ways and extent that program encourages personal and civic responsibility.	3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	The TC staff is keenly aware of how important it is for students to assume responsibility for their transfer. We take every opportunity in our interactions with students to point out that fact. . Deadlines missed can lead to a student not transferring. We assist students by providing online and hardcopy resources so they can reference important information. First generation college students often need encouragement to meet with representatives. We provide needed scaffolding so they can assume responsibility for their development by utilizing as many transfer resources as possible.

We also encourage students to participate in and report their community service while reviewing their transfer applications. | Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students. |
| SS 3c)State ways & extent program designs, maintains and evaluates counseling | 3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising | Design: All staff may be involved in the design of services in the TC. The creation of new services | Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and |

| &/or academic advising | programs | is always evolving and based on student needs. For example: The private universities in state and out have moved from individual applications to the Common Application. This application has produced great confusion with our students. Based on this need, we have created a Common Application Workshop that has been added to the current schedule of UC and CSU workshops.

Maintain: Transfer information is constantly changing. TAG, ADT, Common Application, etc. are either new or have changed. It is through constant training that we maintain our services and keep them relevant to students.

Evaluate: All events (workshops, presentations, university tours, etc.) are evaluated by the DAC students/staff in attendance. | other personnel responsible for the advising function.(Answer only if applicable to the program under review) |
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| SS 3d)State ways & extent program support/enhances student understanding & appreciation of diversity | 3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity? | The TC staff is a diverse group of individuals. We are diverse by gender, culture, and language.
• One staff member speaks Spanish and | Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity. |

		can communicate with students and their families. • All Counselors and the Coordinator have completed graduate course work in multicultural communication, education, and counseling. It is through this combination of personal cultural background and education that the TC staff shows students from all backgrounds concrete examples of workplace diversity.	
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	n/a	Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	The majority of student information is accessed through Banner. Information is also taken from the SARS. The TC does not keep individual student file folders. If a student list is needed, the list is locked in TC staff file in an office cabinet when not being used. We have all completed	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

		FERPA Training. All student information is confidential and the Transfer Center follows College policies and procedures.	
	PART 4-	Staffing	
SS 4a) Have there been any significant staffing changes since the last CPR?	4a) Have there been any significant staffing changes since the last CPR <mark>in 2008-09?</mark>	Since the CPR completed in 2013-14 staffing levels have increased. The TC staff now consists of .5 Coordinator, 2.5 Counselors, 3 full time Academic Advisors, and a full time Administrative Assistant. Below are a few examples of what the TC has been able to do with this increase in staff: • New workshops have been added (UC Transfer Admission Planner and Common Application). • TC staff took students to UC Davis to attend the Discovery Day Conference. • A Counselor has been assigned to coordinate our ADT process.	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.

		• The TC Website is up to date with all TC events listed. • TC Advisors have presented in a Puente class and at a DAC conference for high school students.	
	4b) Are there any significant staffing changes that will be needed over the next five years?	No	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.)(Specifically identify any anticipated Student Success Support and Program (3SP)connections)
	PART 5-	Facilities	
	5a) Have there been any significant facility changes since the last CPR in 2008-09?	No	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SPconnections)
	5b) Are there any significant facility changes that will be needed over the next five years?	No	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	PART 6 -	Equipment	
	6a) Have there been any significant equipment changes since the last CPR in 2008-09?	10 New computers were added to the TC for student use. Students are now able to access ASSIST.ORG to check major requirements etc.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next five years?	N/A	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs)(Specifically identify any anticipated 3SPconnections)

	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last CPR in 2008-09?		Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)
SS 7b) Will any significant operational cost changes be needed over the next 5 years?	7B) Are there any significant operational cost changes that will be needed over the next five years?		Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	PART 8-	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last CPR?	8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?	N/A	Please explain any significant organizational alignment changes that have occurred over the past five years.
	8b) Are there any significant organizational alignment changes that will be needed over the next five years?	N/A	Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SP connections)
	PART 9-	Regulations/Laws/Policies	
SS 9a) Have there been any significant changes in regulations/laws/policies in since the last CPR?	9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?	Not since the last CPR.	Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.
SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?	Possible changes in United States immigration policy could negatively impact our AB540 students and their families.	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.)(Specifically identify any anticipated 3SPconnections)

	PART 10-	Professional Development	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?	No	Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next 5 years.	10b) Are there any significant professional development needs for the program(or others)over the next five years?	No	Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities.(Specifically identify any anticipated 3SPconnections)
	PART 11-	Curriculum, Student Success, and Equity	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html
SS 11a) Have there been any significant curriculum since the last CPR?	11a) Have there been any significant curriculum since the last CPR in 2008-09?	N/A	Please explain any significant curriculum changes in that have occurred over the past five years
SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.	11b) Are there any significant curriculum issues in that will affect the program over the next five years?	N/A	Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program? Has the 60%requirement been met or exceeded?	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdfIf student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5%between any of these groupings?	N/A	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5%and what plans are in place, or are being made, to address closing this gap

	PART 12-	Other	
SS 12a) Have there been any other significant program changes since the last CPR?	12a) Have there been any other significant program changes since the last CPR in 2008-09?	See Part 4-Staffing	Please explain any other significant program changes that have occurred over the past five years.
	2b) Are there any other significant issues that will affect the program over the next five years?	None identified at this time.	Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections
	PART 13	Student Success and Support Programs (3SP	
	13a)How will the new 3SP orientation requirements affect the program over the next five years?	N/A	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13b)How will the new 3SP assessment requirements affect the program over the next five years?	Assessment has always been essential in advising transfer students. Without clear starting points in Math and English, it is impossible to let a potential transfer student know when they can transfer.	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13c)How will the new 3SP student education planning requirements affect the program over the next five years?	With students being required to declare major/goal so soon after starting DAC, the TC will need to educate them on the transfer process sooner. They cannot pick courses for their Educational Plan without knowing what institution they want to apply to and under what major. The TC will begin UC Transfer	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other

		Admission Planner (TAP) Workshops starting Spring 2017. This workshop will help students to be prepared for the Transfer Admission Guarantee Application (TAG) as well as their UC Application (APP). From TAP to TAG to APP!	
	PART 14-	Student Services Learning Outcomes and Accreditation Standard II.B.4	Accreditation Standard II.B.4-The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	14a) What are the current/active program outcome statements?	#1. Students who attend the Transfer Center CSU Application workshop will understand the procedures involved in the online application process. #2. By attending a UC Application Workshop students will report an increase in their knowledge and skills for completing the UC Application.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program.(Cut/paste from TracDat, APRU or other documents.)
	14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	2	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
	14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	Data related to SLO #1 and #2 has provided strong indications that students find their	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

		knowledge and confidence increases after completing the UC and or CSU Application Workshops. We do not have any plans to change the workshops at this time.	
	14d) What are the program outcome assessment plans for the next five years?	Student Survey • Have students identify their transfer needs. • Have students inform us of ways to improve and expand our range of services.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
	Part 15 -	CPR SUMMARY	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	Rebuilding Continues The TC is now in a phase of stabilization and rebuilding. The day to day operations continue to become more consistent which helps to support consistent student service. It is time to recommit in concrete ways to our original purpose of supporting first generation, low income, underrepresented, college students. We are reaching out to our programs on campus that focus on these students to see what services we can provide. We	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19)

		continue to rebuild our relationships with university representatives so that our students will have opportunities to schedule on campus appointments with them. Our workshop offerings are growing. We at least one Counselor and one Advisor available to provide drop-in every hour we are open. Etc. It is an exciting time to be a part of the rebuilding of the DAC Transfer Center!	
	Part 16	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
	16a) Name of the Division and the names of the programs.		Write the name of the division and the names of the programs that are submitting CPRs
	6b) Who wrote the Divisional Perspective?		Enter the name or names of those who authored this Divisional Perspective.
	16c) Summarize the CPRs written by the programs of the Division.		Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.