

## TRANSFER CENTER, A2B AND UNIVERSITY CENTER

### 1. Executive Summary

#### 0. Executive Summary

##### Transfer Center

The Goal of the Transfer Center in 2015-16 was to increase students' awareness of their transfer opportunities such as the Transfer Admission Guarantee (TAG) Associate Degree for Transfer (ADT), and assisting them with their path to reach their transfer goal in accordance with the Educational Master plan, objective 2.11. This was accomplished as the number of students who applied to UC and petitioned for the Associate Degree for Transfer increased.

We were able to reach our goal by increasing students' awareness as the number of ADT and UC TAG applications and the number of UC applicants increased. We had the opportunity to hire a Transfer Counselor designated to the Transfer Center that allowed us to serve more of our transfer students. We were able to increase the number of workshops, Transfer newsletters, and add additional information to the Transfer web page. We also had an opportunity to collaborate with the Expanding Student Opportunity (ESO) Grant, and other supporting programs such as the Financial Aid Office, counseling, EOPS, TRiO, A2B, BTO, Admissions Office and Outreach.

The main challenges we encounter are collecting accurate transfer data, staffing, and designated facilities to conduct transfer workshops as well as external factors such as UC application extensions and the new Supplemental Application at San Jose State University. It is always challenging to track transfer students because they apply to several universities and we do not have access to the universities' records to find where the students are enrolled.

Even though we increased the staffing by adding a support staff (27%) in fall 2014 and a counselor (63%), we still have challenges to meet the demand of all transfer students.

For the 2016-17 academic year, the Transfer Center plans to continue preparing students for transfer by increasing students' awareness on the transfer planning that includes admission requirements and selection criteria, the application process, and funding their education through variety of activities with a new approach such as creating transfer cohorts, and transfer Case management. We also plan to continue exploring and developing new transfer paths to increase students transfer options.

##### A2B and University Center

The A2B (Associate's to Bachelor's) and University Center programs continue to work diligently to provide transfer support, including but not limited to counseling, case management, and transfer workshops, to 242 students who are currently enrolling in classes in the San Mateo County Community College District (SMCCD). For the next academic year, the A2B and University Center programs plan to continue providing these transfer support services, increasing the number of bachelor's degree offered at Cañada College, and expanding the campus community's awareness of these programs.

## 2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here.

### Transfer Center

Transfer Program Services' mission is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, empowering them to successfully reach their transfer goal, and to increase the transfer rate among students.

This is in accordance with the college's mission of ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong goals.

This also follows the strategic plan of Completion, (objective 2.11\*) that Commits to student completion of certificates, degrees, transfer; and creates pathways which support the success, retention and persistence of students in their educational goals.

\*Completion Objective 2.11: Improve Completion by enhancing the Transfer Center Outreach, Activities, and articulation.

### A2B and University Center

The A2B and University Center programs' mission is to increase the number of bachelor's degrees offered on campus, and to provide academic support and case management services to any Cañada College students interested in University Center programs and/or the majors offered through our partnership programs (business, early childhood education/child development, psychology, nursing, and human services).

The A2B and University Center programs' mission is in direct alignment with Cañada College's mission to help increase transfer opportunities for Cañada College students by providing students with transfer pathways in specific majors offered through the University Center. The A2B and University Center programs also provide academic and transfer support to students of diverse backgrounds, including underrepresented students, working adults, evening students, part-time enrolled students, and those who are in financial need.

## 2. Program Description

### Transfer Center

Transfer Services provides a variety of educational services for students with a goal of transferring to a four-year university. It is located in the Student Services Building (BLDG 9) as part of the Counseling Department. The Transfer Center works closely with Counseling and instructional faculty, as well as Instructional Departments, Transfer Honors Program, Puente, COLTS Academy, STEM, A2B, EOPS, TRIO, Career Center, International Student Program, BTO, College for Working Adults (CWA), Outreach, Admissions Office, Financial Aid Office, Student Life, and Welcome Center to strengthen the program and to provide greater support to transfer students in planning a transfer path to a four year university. The Transfer Center provides academic counseling, assists in searching and selecting universities as potential transfer options, coordinates university visits, schedules and monitors students' appointments with the universities, and explores transfer options with private and out of state universities. In

addition, the Transfer center assists students with their appeal to the universities' decisions, review, follow up, and verify Associate Degree for Transfer and UC Transfer Admission Guarantee (TAG) applications, coordinate and conduct the Transfer Center activities such as College fairs, classroom visits, and workshops with a variety of topics such as "UC TAG", "UC and CSU application", "UC Transfer Admission Planner", "Common Applications", Financial Aid process in collaboration with Financial Aid Office, "Transfer Options, and procedures", "Transfer Status Evaluation", "UC Personal Statement", "Steps After Applying to Universities". We also provide academic counseling to assist students with developing Student Educational Plan (SEP), and helping students to strategically apply for universities.

Additional support that the Transfer Center provides are Questions and Answer (Q&A) sessions as an open house during the CSU and UC application period to assist students with their specific questions and to finalize their applications.

In collaboration with TRIO, and EOPS, and Student Associate we offer field trips to universities in order for students to have first-hand experience in understanding the culture of the universities and learn about the transfer program and services. Some of the universities visited are: San Francisco State University, San Jose State University, UC Davis, UC Berkeley, UC Santa Cruz, and Santa Clara University.

In addition, the Transfer Center provides extensive transfer information on the "Transfer Center Web page" by adding, updating and maintaining essential transfer information.

#### A2B and University Center

Cañada College's A2B program supports students in meeting their goal of transferring to a bachelor's degree program by providing academic support and services tailored to the student's major of interest. The A2B program's students receive access to a number of services including:

- One-on-one support from an A2B Retention Specialist who can help students find ways to achieve their academic and professional goals.
- Dedicated A2B counselors who can meet with student to update their Student Educational Plan (SEP) and discuss their academic and professional goals.
- Connections to vital campus resources such as:
  - The Learning Center's Tutoring Services which offers academic support in Math, Science, English and more.
  - The Bridge to Opportunities (BTO) Peer Mentorship program.
  - Extended Opportunity Programs and Services (EOPS), Financial Aid, Puente, SparkPoint, STEM, TRIO, etc.
- Events focusing on their major of interest and networking with professionals in their desired field.
- Specialized library services and major-specific research help.
- Opportunities to audit University Center courses.

Cañada College's University Center program gives students an opportunity to transfer and complete their bachelor's degree at Cañada College through one of our partner universities. The University Center has partnerships with the following universities and degree programs:

- San Francisco State University (SFSU)
- B.S. in Nursing;
- Notre Dame de Namur University (NDNU);
- B.S. in Business Administration;
- B.A. in Psychology; B.A. in Human Service;
- Arizona State University;
- B.S. in Family and Human Development (online program);
- B.A. in Educational Studies (online program)

Students taking classes through the University Center program can also take advantage of:

- The University Center Resource Center (UCRC) - a computer lab with printers and furniture for study groups
- Cañada College's Library Services

### 3. Community and Labor Needs:

#### A2B and University Center

The A2B and University Center programs have addressed community needs and employment needs in the following ways:

? The A2B and University Center programs have revised their efforts to better reach students need to take courses in the evening due to familial, employment, or other obligations during the daytime:

- o The programs offer evening counseling sessions on Monday through Thursday, from 5 pm - 7 pm.
- o The programs revised their outreach approach to emphasize the University Center's partnership with NDNU, which primarily offers evening programs for adults who need to work towards their bachelor's degrees in the evening.

? The A2B and University Center programs are making more efforts to collaborate with the Transfer Center, Career Center, Social Sciences Division, Business Division, and Early Childhood Education/Child Development (ECE/CD) Division to identify and best address the educational and employment needs of students.

- o In the Fall 2014 semester, the A2B and University Center programs collaborated with the Business Division to create an event focused on potential majors and careers within the Business field. The event also invited a representative from Electronic Arts' Human Resources department to share information regarding how to succeed in the business sector.
- o In the Fall 2015 semester, the A2B and University Center programs collaborated with the ECE/CD Division to create an event that featured a panel of educators who provided information regarding the major and career options. The event also focused on informing students how to best market themselves in interviews for position within the ECE/CD field.

### 3. Looking Back

#### 4. Major Accomplishments:

##### Transfer Center

The following reflects our major accomplishments at the Transfer center:

- Staffing – effective fall 2015 we hired a counselor designated to Transfer and Transfer Honors Programs. The time is divided for 25% for the Transfer Honors Program, 63% for the Transfer Program, and 13% for other responsibilities such as attending committees and meetings. This allowed more counseling hours to be available to students with a transfer goal.
- Workshops – we continue providing workshops on different Transfer related topics. We added 6 more workshops in the summer of 2015 compared to the summer before, and provided 30 transfer Related workshops in fall 2015, which increased the number of workshops by 50% in fall 2015 compared to fall 2014 that included the addition of Saturday and evening workshops. We served 213 students in fall 2015 at these workshops which was a 49% increase compared to fall 2014.

##### The topics of the workshops

varied term to term based on students' demand. In the fall term, we provided workshops on "UC TAG application", "UC and CSU applications", "UC Transfer Admission Planner", "writing personal statement for admission application", "evaluating transfer status", "transfer options", "Transfer GPA calculations, and Degree Works". In addition to the above topics, during spring term, we provided workshops on "The Next Steps After Application", and since Spring 2015, we added a new topic on financial aid to help students understand the financial aid availability at 4-year universities, and assist them to understand and evaluate the financial aid award letters sent to them by universities.

These workshops helped students to successfully submit their application to the university of their choice as one of the final steps to reach their transfer goal. The data shows that the number of UC applicants (based on the UCData Sharing) increased by 28% compared to fall 2014. Also the number of students who applied to CSU and self-identified as an ADT recipient increased by 65% compared to the 2014-15 academic year.

In addition to providing workshops to all transfer students, the Transfer Center also provides a workshop tailored for the International Student with a topic of "Transfer Options and Transfer 101", which helps them to understand their options and the requirements specific to International Students.

Other workshops provided to specific groups were Transfer 101 for students who participated in COLTS Academy 1, Degree Works for students in COLTS 2, UC and CSU application Workshop and the next step after Application for EOPS students.

- President Innovation Fund – This was a one-time fund of \$1500 to provide financial assistance by covering the cost of university application fees for up to 2 campuses to transfer students who otherwise could not apply without this support.
- Q&A Sessions - In addition to the Workshops, we offered 3 sessions of Question and Answer (Q&A) sessions where we could assist 47 students on a Drop-in basis. The Q&A sessions, which are an all-day event, allow students to drop by without an appointment, and work with the Transfer Program Supervisor and the Transfer Counselor one on one to ask transfer related questions, review personal statement, review their transcript(s), calculate transfer GPA, review TAG and general admission application for CSU, UC and Private and/or out-of-State, etc.
- Transfer Day - Hosted College fair, (Transfer Day) in October, where students had an opportunity to meet directly with university representatives from 56 universities from in-state, and out of state, which is a 5% increase in university representation. There were about 300 students in attendance and according to a survey students expressed that the Transfer Day gave them opportunity to meet and have in depth conversations with at least 3 universities, learn more about their field of study, and available services at the universities pertaining to them. In general they found the event very encouraging to seek the transfer option. Please See SAO results section.

In response to students' requests, we continued the "Personal Statement Review Corner" on Transfer Day, where faculty and staff met with students one on one reviewing and providing feedback on students' college admission essays.

- Classroom visits – Due to limited staffing, we were able to visit 2 classes where we were able to bring information on ADT and selection Admission criteria to students. We also had presentations for the classrooms and groups of new students who visited the Center. In addition to the classroom presentation, we had presentations on "transfer opportunities" to high school students and their parents at the High School College Connection that took place at Cañada College and at ??? high school.

- Student Educational Plan (SEP) - Assisted students with their transfer plan including the Student Educational Plan (SEP). We completed 179 SEPs under transfer services in fall 2015 alone. In addition to in-person counseling, we provided counseling via phone and email.

- In collaboration with A2B, we developed a Google calendar that lists all transfer workshops and university visits.

- Assisted students with the appeal process and follow up with the universities on behalf of students, and had 100% success in securing students' admission to the university.

- UC TAG Review – reviewed and followed up with 94 UC TAG applications, before finalizing and submitting them to a UC campus. In the process, we discussed, planned or revised spring 2016 courses for all UC TAG applicants.

- Associate Degree for Transfer (ADT) – In Spring 2015, we were able to follow up with 154 students and reviewed 171 Associate Degree for Transfer (ADT), and verify the status of ADT degrees for 83 students who planned to transfer to a CSU campus, and guided them on how to follow up with the CSU campuses in order for them to receive the benefits of this ADT degree. This year there are 139 students on the CSU verification list, reflecting students who self-reported that they are recipients of an ADT. This reflects a 67% increase compared to spring 2015.

- Coordinated University Activities - we coordinated and Scheduled UC, CSU, and Private Universities' visits and their activities on our campus such as tabling, and classroom visits to create avenues for students to connect with universities and receive transfer information directly from them.

Compared to last year, the number of universities requesting to visit our campus increased by 77% in spring 2016 compared to Fal1 2015, and 21% compared to spring 2015. Some of the campuses increased the number of hours of their visits. We also changed the format for the visits of a few universities from drop-in to by appointment, which allows students to commit to a meeting and be prepared with specific questions.

- Forms and Flyers - Updated all flyers and brochures - Created a brochure and banners for the Transfer Center
  - o Updated the worksheets created previously, to reflect the changes in the ADT course requirements and created worksheets for 4 new ADT programs. all worksheets are added to the Transfer Center web page in support of counseling faculty, students, and other community colleges to use the course requirements for reciprocity
  - o Updated the Transfer Center web page with revised transfer flyers and documents such as TAG and admission policies, deadline and fees, Transfer GPA calculations, links to universities' web pages and their application sites, information about college fairs, information about Associate Degree for Transfer (AA-T/AS-T) including the course requirement worksheets. Also, adding a list of majors programs, and impacted majors at CSU campuses.
  - o Collaborated with the Expanding Student Opportunity (ESO) grant staff in developing posters in guiding students during the last year of their attendance at Cañada College.
  
- Continued conducting the Transfer Advisory Board meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College evaluate the Transfer Center activities, plan and implement transfer activities based on the available resources and external factors in an effort of streamlining the students' transition to a four-year institution.
  
- Exploring new transfer options and pathways
  - o Reestablished an Articulation/Admission agreement with Mills College and working with other colleges to increase the transfer options for students.
  - o University of Washington – exploring agreement to ease the transition of our students in the ECE program to an online program by proposing a GE breadth to fit the graduation requirements at the University of Washington.



- o Walden University is another accredited online university that offers a variety of programs. Although this may apply to all students, it will be beneficial to those students who are working full-time and taking courses mostly in the evening and/or on Saturday.
- o Explored the pathways for the Human Services program to similar programs at CSU campuses such as Human Development and Social Worker Programs.
- Training and support to counseling faculty - Continued to support and advise the counseling and instructional faculty on Transfer matters. In addition, provided training on different transfer topics such as ADT to counselors and staff in A2B, ESO, BTO, and Outreach on transfer requirements and opportunities.
- Newsletter - Composed and emailed at least 3 to 4 newsletters per semester to self-identified transfer students, freshmen students who participated in PEP program, and all students via GWAMAIL to bring up-to-date transfer information on admission policies, deadlines, course requirements, and any other transfer opportunities offered by universities such as open house, Advising day, internships, etc.
- Webpage – Continue to update the Transfer Center web page by updating transfer flyers and documents such as TAG and admission policies, deadline and fees, ADT information, adding CSU and UC majors, impacted programs, Articulations, deadlines, events, etc. Please see the Cañada College Transfer Center Webpage.
- Field Trips - In collaboration with TRiO, Basic Skills, and EOPS programs, provided 1 field trip to, CSU Monterey Bay in spring 2015, and 1 field trip to CSU East Bay in fall 2015.

Data Collection – Used the self-report “contact information” form, “Data Sharing” program with UC campuses, and ADT list from the CSU System Office to identify most of the outgoing transfer students to UC and CSU. In collaboration with the Admissions Office, created a list of students who applied to private and out-of-state colleges and universities through the Common Application. Also, we were able to identify the new students with a transfer goal through orientation, and identified a list of continuing students with a transfer goal with support of the Office of Planning, Research, and Institutional Effectiveness (PRIE).

#### A2B and University Center

- a) The Transfer Pathway Program: Our Transfer Pathway Program continued to provide students with discipline-specific transfer support in majors offered through the University Center. We worked directly with Cañada College faculty and professionals in these disciplines

to develop these pathways. To support pathway students, we provided 14 major and career related workshops, which garnered 507 attendances. The A2B staff received positive feedback from the faculty and students that attended these workshops. For example, the A2B staff received an email from one of the professors whose student submitted the following testimonial: "Hearing from one of the counselors from A2B discuss that there are options for grants and financial assistance as well really put my mind at ease. With the ongoing support from my family, Cañada College and the A2B Program I am ready to take the steps necessary to pursue my passion."

Below is the list of the workshops offered from Fall 2014 through Fall 2015 and the number of student attendees for each workshop:

#### Workshops

Term

Student Participation

Topics of Interest (TOI) - Citizenship by Birth or Naturalization - Are you Smart Enough? (Prof. Ware) Fall 14

13

TOI – What would Lenin do? A Marxist perspective on Russia and Ukraine (Prof. Terzakis)

Fall 14

41

Exploring Majors: Business (Prof. Cabrera) Fall 14 60

Exploring Majors: Business and Human Services (Noel Chavez, NDNU Faculty)

Fall 14

13

ECE Major: Transfer Successfully

(Lizette Bricker, Adolfo Leiva, Gabriel Galdamez)

Spring 15

39

From Cover Letter to Job Offer (Mari Roberts, Prof. Nance, Bob Haick, Prof. Cabrera) Spring 15

97

TOI - ISIS & Ayotzinapa (Prof. Terzakis) Spring 15

25

TOI - Beyond the Pump (Rob Shirkey and Jamie Brooks) Spring 15

19

TOI - What is ISIS? (Prof. Noonan)

Spring 15

58

Education Paths to ECE Professionalism (Jennifer Bernard, Marisa Cajbon, Cheryl Chan, Jamie Hui) Fall 15

57

TOI - Debunking Immigration Myths (Prof. Parks)

Fall 15

26

TOI - MAESTRA - Education as Transformation: The Cuban Revolution and the 1961 Campaign (Prof. Field)

Fall 15

4

TOI - God and the Cosmos (Prof. Chang)

Fall 2015

13

TOI - CA is Burning: The Drought, Wildfires, and Climate Change (Prof. Terzakis)

Fall 2015

42

Total Attendances: 507

b) Counseling Services: The A2B program continues to provide counseling services to A2B students and extended our counselors' availability into the evening. From Fall 2014 - Fall 2015, the two A2B counselors conducted a total of 452 student appointments.

c) Case Management and Retention Services: The A2B program has established case management services for Transfer Pathway students. The A2B Transfer Program Services Coordinator (PSC) and the A2B Retention Specialist (RS) provided comprehensive advising in majors offered at the University Center and connected students interested in University Center programs to admissions and financial aid staff. They also monitored students' success,

retention, and transfer. With the assistance from Cañada's Office of Planning, Research, and Institutional Effectiveness (PRIE), the A2B program was able to obtain the following data relating to the program's 2014-2015 Cohort:

The number of A2B students increased from 182 (in 2013-2014) to 266 students.

47% were Hispanic.

Course enrollment success rate was 78% (campus goal is 70%), and retention rate was 87% (campus goal is 84%).

52 students successfully completed their Associate's degrees.

d) **Transfer Wall in the Learning Center:** The A2B program collaborated with TRIO Student Support Services and Expanding Student Opportunities (ESO) to create the Transfer Wall initiative in the Learning Center, which is now a space designated for students to work on their transfer-related materials and applications. The Transfer Wall was designed to complement the efforts in the Transfer Center and assisted students throughout the transfer application process. We outreached to students who have 60+ transferable units to inform them that they might be transfer ready and connected them to the appropriate resources (Counseling, Transfer Wall, Transfer Center, etc.). Through this effort, we successfully assisted 62 students with transfer applications at the Transfer Wall. 91 student contacts were made at the Transfer Wall. Additionally, 42 students had individual appointments with A2B staff to discuss transfer-related topics including transfer application, transcript evaluation, SEP, etc.

e) **A2B Academic Support:** In collaboration with the A2B librarian, the A2B program continued to provide comprehensive evening workshop series directly targeting the needs of University Center students, including: APA writing support, MLA writing support, research support, study skills workshops, and drop-in tutoring in math and writing. In 2014-2015 the librarian helped the University Center students 65 times by providing library services and research support. We also continued to provide access to textbook reserves for each class offered through the University Center.

f) **Support of University Center Program and Students:** We continue to have a seamless student referral system to university partner programs. In coordination with our retention services staff, our partner programs provide timely transcript evaluations and admissions support for prospective students. We had a total of 92 student contacts and referrals to our partner programs in 2014-2015. Students taking courses through the University Center can now access a centralized space for research support. Utilizing approved funding, the University Center Resource Center was established, housing eight computer stations, two printers, furniture that can be moved to accommodate group study in various formats, and a Skype cart which enables students and faculty to teleconference with their home institutions.

g) Growth of Collaborative Programs: With the Expanding Student Opportunities (ESO) project, a Title V grant, the A2B program was able to expand COLTS (Community of Leadership and Transfer Success) Academy from one session to two sessions: COLTS 1 – Start Strong and COLTS 2 – Stay Strong. To address the low retention and enrollment rates of our student population (the average one-year persistence rate of first-time students at Cañada is roughly 38%), the University Center, through the A2B program, initiated a collaborative effort with other transfer support programs to improve COLTS Academy.

i. COLTS Academy 1: In 2014, the A2B program collaborated with TRIO and BTO to coordinate the development of COLTS Academy, a four-day summer bridge program targeting incoming freshmen to encourage the increased use of academic support services and to provide increased transfer programming for all Cañada students who seek to transfer. 30 students attended COLTS Academy in 2014. In 2015, COLTS Academy that was redesigned as COLTS Academy 1: Start Strong, and continued to support incoming freshmen. 37 students attended COLTS 1 in 2015. At the conclusion of COLTS 1 in 2015, 97% of the students indicated that they felt that they now have the skills to do well academically at Cañada College, and 100% also felt that the participation had enabled them to improve their study and time management skills. During COLTS 1 in 2015, the A2B program supported its effort by contributing Passion Planners to further assist the students in developing a clear educational plan, linking students' educational experiences with their career goals, and providing them with the opportunity to connect with other students and faculty through formal and informal settings. The A2B program also funded peer leaders who led activities to foster a greater connection to the college during both COLTS 1 and COLTS 2.

ii. COLTS Academy 2: COLTS Academy 2 was intended to follow-up with some of the students who attended the first COLTS Academy and to provide additional academic support via workshops and a collaboration with Word Jam, a successful, intensive writing program already available to Cañada students. The staff also analyzed data for students who may benefit from this program and used this data to identify students who may benefit from COLTS 2. The staff then reached out to these students and reached to athletic coaches and basic skills instructors to provide further academic support to these students. 22 students attended COLTS 2 in its first year. According to a student survey conducted prior to COLTS 2, 75% of the students felt that they were lower than average in understanding writing mechanics. However, that percentage decreased significantly to 10 % after COLTS 2.

h) Articulation: In Fall 2015, our staff worked directly with the Cañada College's faculty to improve the articulation agreements in all the majors offered through the University Center. With the increased awareness of A2B, the faculty have reached out to the program to update the outdated articulation agreements with all the transfer universities. We utilized their

expertise and are in the process of updating the College's articulation agreements in Business Administration with the transfer institutions, focusing on NDNU. The program is currently working with the ECE/CD faculty and University of Washington to improve the articulation agreement in Early Childhood and Family Studies bachelor's degree program.

i) University Center Programs Data Collection: Through the A2B grant, the institution is now able to gather enrollment data from our partner institutions. We have built a relationship with the partner institutions and are able to communicate the program's need to collect information about the students attending the University Center. In 2014-2015, University Center at Cañada College has served:

i. San Francisco State University (SFSU) -BS, Nursing – 2 cohorts

1. Cohort 1 – 32 students

2. Cohort 2 – 32 students

ii. Notre Dame de Namur University (NDNU)

1. BA, Psychology Evening Program – 54 students

2. BS, Business Evening Program – 125 students

3. BA, Human Services Evening Program – 162 students

j) Program Evaluation: The A2B Program has been able to use program evaluation through Cañada faculty, an A2B student survey, and an A2B student focus group to determine the effectiveness of the program. The results of the surveys and the focus group were used to help the program identify areas of excellence and areas that need improvement in terms of the impact of the A2B program's services on students' transition to BA programs. Below are the results of the survey:

i. 88.9% of the students who have been part of the A2B Program for more than 2 years have indicated that they are aware of the steps they need to take to achieve their academic and career goals.

ii. 85.7% of the students who have been in the program less than a year also agreed to the previous statement.

iii. 86.9% all the students felt that they know the steps to take to achieve their academic and career goals in terms of retention and interest in their program of study.

iv. 86% of all surveyed students have a high sense of self-efficacy and confidence in knowing the steps to achieve their academic and career goals.

v. 92% believe they will achieve their academic and career goals.

vi. 56.9% of the faculty are aware of program and are excited about its presence at Cañada College.

k) **Improving Productivity and Financial Stability:** The College has continued to use facilities-use fees from one of our partner programs (SFSU Nursing Program) to match the \$25,000 endowment for the remainder of the grant program, earning about 4% on its investment. We worked with the SMCCD Foundation to continue to grow the endowment for the College. In addition, the facilities-use fee structure from additional partnerships have continued to build financial sustainability for the University Center. Supplemental revenue sources include a grant from the Sequoia Healthcare District Foundation and facilities-use fees charged to partner universities for classroom use. We also receive revenue from a facilities-use contract with University of California, Berkeley's MBA Evening and Weekend program.

l) **"I Can Transfer" Campaign:** Cañada College's Transfer Center has designated the month of October as "Transfer Month." A2B implemented the "I Can Transfer Campaign" to celebrate Transfer Month. We created and emailed the Cañada community a video series highlighting faculty, staff, and former Cañada students who have transferred, and each video received over 200 views.

## 5. Impact of Resources Allocation:

Transfer Center

As a result of the activities and services provided in the 2015-16 academic year, the Transfer Center reached its goal of increasing the number of transfer students by 1%, and in general, allowed the Transfer Center to have greater support and availability for our transfer students.

Having a designated Counselor gave us the opportunity and allowed us to provide more services to students and track students more accurately. We were able to schedule 576 appointments with the Transfer Counselor for these students who had questions on Transfer and planning for transfer. This not only supported many students who are seeking guidance for transfer it also helped the transfer Center to identify transfer students and to have more accurate information on students' goals. Consequently, we are able to identify the students' need providing appropriate information and services to students.

The Transfer Counselor, was able to secure a one-time fund through the President Innovation fund to assist students with the University Application fees. As of the end of fall 2015, we were able to utilize \$635 of the \$1500 Initial fund to cover the cost of university application fees up to 2 campuses per student who otherwise could not have applied without this support. We were able to support 6 students and cover 11 application fees in fall 2015. The remaining funds will be utilized in the same manner by covering the initial fees such as application fees for private university, and supplemental application fees.

Having a designated Transfer Counselor also allowed us to offer additional workshops, and have an additional expert during transfer workshops. As a result, we were able to provide one on one guidance to 213 students through the workshops in fall 2015, which was a 49% increase compared to fall 2014.

Collaboration with the staff of the Expanding Student Opportunity (ESO) Grant, we were able to increase the number of student participation at the workshops by weekly reminders to 595 students who have a transfer goal, and have completed at least 30 transferable units by calling and emailing them.

Our promotional and informational materials such as Associate Degree for Transfer (ADT), worksheets, flyers, newsletter, and signs (electronic and hard copy) helped us to increase the students' awareness on ADT programs. As our students become more aware of the Associate Degree for Transfer (ADT) option and its benefits toward Admission to a CSU campus, we have more ADT candidates. In partnership with the CSU Campuses, the Transfer Center receives a list of students who reported on their fall or spring CSU application that they have or will complete an ADT degree, and in exchange, the Transfer center will electronically verify the status of ADTs for each student on the list. The number of students on this list increased from fall 2014 to Fall 2015 by 67%, and from spring 2015 to spring 2016 by 54%, (See ADT Table below). With the support of the Transfer Center support staff (10 hours a week) we were able to call all students on the list and schedule counseling appointments in order for students to verify their eligibility for an ADT degree and complete the degree petition. As we contacted students via email (GWAMAIL) and posted the ADT petition deadline on the Transfer Center Web page and published it in the class schedule, more students came forward who were eligible, but did not self-reported on the CSU application. As a result, in spring 2015, the Transfer Center reviewed 171 petitions for total of 154 students. The petitions for spring 2016 are not finalized as it is still in progress.



ADT Table

Expected to complete ADT List	Number of petitions	Term expected to Transfer Reviewed	Number of students on the CSU
Fall 2014	Spring 2015	13	18
Spring 2015	Fall 2015	83	171
Fall 2015	Spring 2016	20	21
Spring 2016	Fall 2016	139	In-progress (220)

We were able to also increase the number of UC TAG applicants by 42% and the number of UC applicants by 28%, (see UC Information Table below), which was due to additional staff support, additional workshops, Q&A Sessions, online resources such as developing and posting a document summarizing the TAG criteria for all UC campuses, and creating all the necessary links to UC TAG information under the UC TAG page of the Transfer Center Webpage, and reminding students of the TAG deadline through newsletters and emails.

UC Information Table

Year	Number of UC TAG	Number of UC Application
2106	94	134
2015	66	104
2014	65	104

Other factors that contributed to the increase of UC TAG application was due to minimum changes in the requirements, such as no changes in the minimum GPA requirements and/or course requirements compared to the year before, which allowed us to assist our students in planning courses more effectively.

According to the data provided by the Visual Communication Coordinator, the Transfer Center Web page and UC TAG page had the highest viewers among other sections of the Transfer Center WEB page that reflect students' knowledge of our resources and their interest in UC TAG option. This also reflects that students are more interested in CSU than UC campuses.

Transfer Center WEB Page

Transfer Center Web Page	Page views	Unique Views
Main Page	8,990	7,212

UC TAG 2,157	1,785
GPA Calculation	1,356 1,042
CSU Information	1,250 952
UC Information	981 657

## A2B and University Center

a) Establishment of the University Center Resource Center: The A2B and University Center programs have established the UCRC for the University Center students who are mainly non-traditional, evening students. The UCRC enables students to engage further in their academics by providing the necessary technology and space for studying, researching, and completing larger projects. For a more in-depth description of the UCRC, please refer to section 4F.

b) External Evaluation and Data Collection: We continue to utilize Student Access to track the retention, success, transfer completion, and program participation rates for University Center and Cañada College transfer students. We also utilize SurveyGizmo to track student retention and workshop attendance. An evaluation plan for the A2B and University Center programs were created with the assistance from our external evaluator, including a logic model identifying the program's short and long-term outcomes. Part of the A2B program's evaluation model includes faculty and student surveys collected through SurveyGizmo every spring semester. Our external evaluator analyzes the data collected from the surveys and creates a report for the staff in the fall to help with strategic planning for next academic year.

c) Changes in Personnel: In Fall 2015, we hired two part-time Retention Specialists to assist the program with case management and the Transfer Wall initiative. The two Retention Specialists provided direct support to two Program Services Coordinators by contacting all A2B students to schedule A2B orientation appointments and follow-up appointments. Moreover, they also contacted 700 students who had 60 or more transferable units to inform them that they might be "transfer ready". This effort made students aware that they may be eligible to transfer and encouraged them to come and meet with A2B staff to analyze their transfer eligibility. As a result, 62 students attended the Transfer Wall and 42 students had individual's appointment with the A2B Staff.

## 4. Current State of the Program

### 6.A. State of the Program - Observation

#### Transfer Center

During this program review period, we successfully provided support to our diverse transfer students and faculty and staff. Based on the Transfer Center activities, creating promotional

and informational sheets/flyers, provide training to counseling faculty, we were able to increase students' knowledge on ADT programs and consequently increase the number of ADT applicants. As reported in the previous section the number of ADT from spring 2015 to Spring 2016 increased by 67% based on the report received by the CSU Chancellor's Office. Based on the in house report, the number of the ADT that we reviewed was increased by 28% in spring 2016 compared to Spring 2015. This increase is also due to an increase in new programs. Since the last program review cycle, we offer 4 additional ADT programs such as Biology.

The following Chart reflects the breakdown of our ADT applicants for spring 2015 as of February 22, 2016:

Major	# of Petitions	Major	# of Petitions
Anthropology	2	English	2
Art History	3	Geography	1
Biology	9	History	3
Business Administration	34	Kinesiology	11
Communication Studies	22	Mathematics	12
Computer Science	2	Political Science	4
Early Childhood Education	23	Psychology	61
Economics	6	Sociology	32
Elementary Teacher Education	1	Theater Arts	1

Among the above majors, Biology is the newest ADT we are offering, and yet 8 students filed a petition for this degree. This reflects that our promotional material and working with students in one on one made students aware of this option.

In Addition to ADT programs, we increased the number of UC TAG and UC applicants for Fall 2016. We reviewed and provided support for about 110 TAG applicants, but only 94 students were from Cañada College. This year, there was not a drastic change in the UC TAG application or the requirements that allowed students to carry on the path developed earlier. In addition the summer workshops and weekly emails and phone calls to students reminding them to start the TAG and UC application early on contributed to this increase. For the first time, the UC campuses also extended their application deadline for a month to boost their enrollment by 5000 system-wide. This gave an opportunity to students who missed the deadline to apply, and consequently, boost the number of UC applicants.

The data also reflects that students were proactive in planning their transfer path by attending the transfer Center related activities. The number of students attended the workshop in fall 2015 was 213 that reflects 49% increase compared to fall 2014. Also students who participated at the annual college fair (Transfer Day), in October 2015 were more engaged as is reflected on the survey results, which indicates that 73% of students seek information on Admission policies and 69% look into Financial Aid and scholarship possibilities.

Based on the same survey that we conducted at the Transfer Day in October 2015, students reported that the event helped them to explore universities offering their intended major, become more focused on their transfer path, and learned more about the admission policies and financial resources at the four-year institution. Detailed information about this data is listed under SAO results.

The data shows that the workshops and newsletters provided were helpful to students as they increased their knowledge on TAG and ADT opportunities as well as completing the application, and understanding the admission policies.

However, increasing the number of ADTs, CSUs, TAG, and UC applicants, also impacts the workload of the staff at the Transfer Center. Both ADT and UC TAG have a deadline to follow which also creates challenges with the limited staffing we have. Evaluation of each application could be complex especially when students have records from different colleges. This uses time and resources as it requires several follow up sessions with students before finalizing the submissions and/or verifications. So staffing to review and follow up becomes a challenge. We are currently sharing a staff member with the Welcome Center (10 hours a week) that also is not available at all during early registration for the Priority Enrollment Program, orientation, and during the late registration period. Sometimes, she is also called away from the Transfer Center as the Welcome Center becomes short staffed.

Due to limited time and high demand to support transferring students during September, October and November, we were not able to visit classrooms in the fall term. The Transfer Counselor is available for the Transfer Center 63% due to other obligations and responsibilities, such as Transfer Honors Program, workshops, meetings and Committees. A great deal of the counselor's time was allocated to student's appointments and setting and managing the President Innovation Fund. During this period, which is peak time, the transfer Program Supervisor also meets with students, reviewing TAG for Approval, reviewing ADT for verification while also coordinating the annual College fair, conducting the workshops, etc.

The lack of designated place for workshops is another challenge. Although we offered more workshops throughout the year and increased the number of student participation, we still don't see high number of students taking advantage of the workshops. Out of 595 students who received emails, newsletters, and phone calls to attend the workshops, only 213 participated. Most students were not able to attend because they were in the class, needed to leave for work or family obligations at the time the workshops were scheduled. This is a challenge to find a classroom with computers at different times of the day during the week to provide the workshops and accommodate the needs of all students.

The external factors are another challenge that are beyond our control. For instance, the impact of the programs at CSU and UC campuses and giving priority to Student Services area has an impact on our students' transfer status which requires our guidance to strategize the application process. Furthermore, unexpected and last minute changes to the process impacts the Transfer Center schedule. For example, the extension of UC application or San Jose State university supplemental application requirements required us to readjust our schedule to address the students' needs, and consequently we were not able to coordinate the activities, or address the needs of other students who are in the pipeline but not ready to transfer yet.

Students who are at the stage of transferring and starting their application, have more demands requesting support to complete the necessary application, and selecting appropriate courses during their last year/term of attendance. However, this will cause us to not pay attention to freshman and sophomore students who have transfer goals and need guidance. Currently the only students who are getting attention early on are those students who are in the STEM program.

According to data we collected in collaboration with the Welcome Center, during fall 2014, spring 2015 and fall 2015, there are 898 of new students who entered to Cañada College as freshman who have a transfer goal. Yet, we do not have Transfer support for them until they are ready to apply. For this reason many of them may not persist to the next term, or may not follow the correct path and consequently when they believe it is time for them to transfer, they may not be qualified to apply to a university because they may not have taken right courses, don't meet the GPA and/or basic admission requirements.

#### A2B and University Center

The state of the A2B and University Center programs is strong and productive, despite challenges arising from a lack of office space and multiple staff members transitioning in and out of positions.

#### Strengths

The following is a list of strengths of the A2B and University Center programs:

The Program Services Coordinators continue to provide case management for students in the Transfer Pathway program and to provide evening advising sessions for students who are unable to come to Cañada College during the daytime.

The A2B Program also offers evening counseling sessions on Monday through Thursday from 5-7 pm for students who are unable to attend counseling sessions during the daytime.

The A2B and University Center programs still serve any student interested in University Center programs and/or the majors offered through our partnership programs.

The A2B and University Center programs continue to collaborate with the Transfer Center, Career Center, Social Sciences Division, Business Division, and Early Childhood Education/Child Development Division to provide transfer-related services and technical workshops, as well as to promote transfer to our partner university programs.

The A2B now has an Instructional Aide that specializes in pre-nursing Biology courses and offers tutoring for General Microbiology, Human Anatomy, Biology Human Physiology, and the Test of Essential Academic Skills (TEAS V), which are common requirements for many bachelor's-level nursing programs.

The A2B program is expanding its technical workshops for Transfer Pathway students to learn about the transfer process and to further connect with their discipline with a particular focus on transfer to University Center programs.

The University Center established the UCRC, designated exclusively for University Center students. Please refer to Section 4F for an in-depth description of the UCRC.

The A2B and University Center programs provide library informational sessions at the start of each term for all University Center classes, in order to educate students about accessing research materials through Cañada College's library.

### Challenges

The following is a list of challenges that the A2B and University Center programs are currently experiencing:

The A2B and University Center programs lost an office that was housed in Building 5. However, the programs still had to house their entire staff in the A2B and University Center programs' space in the Learning Center.

The A2B and University Center programs also lost exclusive access to the UCRC; this space is now shared with the Wellness Center's Alternative Media Center.

The A2B and University Center staff has also experienced multiple changes to its staffing since the July of 2015:

- o Due to changes in staffing at the administrative level, the A2B and University Center programs' supervisor transitioned to the position of Interim Dean of Counseling.

- o This resulted in the A2B program's existing Program Services Coordinator transitioning to the position of Interim Program Supervisor, and a new Interim Program Services Coordinator was hired.
- o The existing University Center Program Services Coordinator resigned during this time, and a new Program Services Coordinator was hired.
- o The Interim Program Supervisor for the A2B and University Center programs is currently out on medical leave. The A2B Interim Program Services Coordinator and the new University Center Program Services Coordinator are currently overseeing the day-to-day operations of the programs.
- o During the Fall 2015 semester, two part-time Retention-Specialists were hired for the A2B program. However, both positions have been vacant since the start of the Spring 2016 semester.
- o The A2B and University Center programs also do not have any Instructional Aides to provide master's level tutoring in writing and mathematics since May of 2015. Due to the unstable staffing at the coordinator level, it has been challenging to allocate time towards filling these positions.

#### 6.B: State of the Program - Evaluation

##### Transfer Center

The changes for the next academic year will be in response to students' needs, and the Educational Master Plan to support the success, retention and persistence of students in their transfer educational goals and transfer Completion rate.

The data reflects that there is an increase in the number of transfer students. However, to meet the ACCJC benchmark of 2% increase in the transfer rate, there is still a greater need to change the culture among students to be proactive in their transfer planning.

To support all transfer students at different stages, to get them more engaging in their Transfer planning, and assist them to select universities more strategically, we would like to establish Case management. This will include grouping students to a cohort freshman, sophomore and junior status to break down the transfer information to each level. Breaking down the complex transfer information as students are making progress toward their goal will help them to stay focus and persist to the next level.

Similar to grouping students for case management, we plan to add workshops for specific majors, in addition to the workshops we currently offer. At the present time, the non-STEM majors such as programs in Social Sciences and Business related programs do not receive the same attention as STEM majors. Yet, they are among the majority who are receiving ADT and planning to transfer, majors such as Business Administration, Psychology, Sociology, Communication, Kinesiology, Nursing, and Early Childhood Education are among them. In collaboration with the Career Center, we may include guest panels from the industry, and/or invite faculty from universities to provide inside information. In addition, we plan to develop focused brochures and/or flyers that are related to the students' major.

The Transfer Center plans to extend the collaboration with the Spark Point and the Financial Aid Office to provide workshops tailored to transfer students as how to find and manage financial resources in order to be ready when they are ready to transfer. Many students will not apply because they cannot afford higher education, instead they join the workforce and transfer a few years later when they secure financial resources. According to the survey, 84% of students are not transferring due to the cost of attendance at the four-year institution. Based on this information, the Transfer Center plans to increase students' awareness of the financial resources available to them. According to another survey during the fall 2015 Transfer Day, 55% of students who completed the survey seek financial aid and scholarship information to fund their education. This indicates that the majority of students are depending on external financial resources to fund their education.

In alignment with the Student Success Initiative, and the Educational Master Plan, the Transfer Center is planning to develop pathways to assist students reaching their transfer goals. This requires intervention and intrusive support in providing students with transfer requirements, the essential information regarding the changes in the requirements, and selection criteria. To do so, continue with our efforts to collaborate with faculty to have classroom visits, Basic Skills as well as transfer level courses. To expand students' options beyond CSU and UC campuses, we plan to create new pathways to private and out of state universities. As the cost of UC campuses is rising and more programs become impacted at CSU campuses, students opt not to transfer. By providing other options that would be in their reach, students' retention will be higher and consequently, will increase the transfer rate.

To better serve students we also need to collect more accurate data in identifying our students and help to close or tighten the gap between students who may be eligible to transfer but do not take the last step. For instance, we have identified 595 students who may be eligible to transfer, but only 134 students applied to UC campus.

To reach the above goals, we also plan to add to additional staffing, and elevating the Transfer Program Supervisor position to a Director position. The following is the suggested staffing for the Transfer Center:



## A2B and University Center

The follow changes could be implemented to improve the A2B and University Center programs:

a) New Transfer Data Collaboration Initiative: The A2B program is planning for 2015-2016 is to improve the Cañada's data on transfer. In collaboration with Office of PRIE, the A2B staff will reach out to all students who may be transfer ready (ones who have completed 30+ transferable units) and collect data on when and where they would apply for transfer. The process will include providing support to those students who are in the application process, including but not limited to: direct application assistance, financial aid workshops, personal statement workshops, counseling, and calculation of grade point average. Then, we plan to follow-up if the students who have received the information on this transfer assistance used the services and if it has made the difference in the students' preparedness on transfer applications.

b) New Partnership Effort – University of Washington: The faculty in College's Early Childhood Education/Child Development (ECE/CD) Department have communicated with the A2B about the pilot Early Childhood and Family Studies bachelor's degree program at University of Washington (UW). With the support of the ECE/CD faculty, we started a conversation of a possible partnership with UW, which includes finding an articulation agreement between Cañada College and UW, and communicating the information to San Mateo County Office of Education and their programs, students in Cañada's degree and certificate programs, and our own faculty to receive their feedback.

c) Collaboration with College for Working Adults: The A2B and University Center programs are also planning to collaborate with CWA (College for Working Adults), a cohorted program at Cañada College that is designed for working adults. At the end of this program, the students earn 3 associate's degrees and earn 60 transferrable units, which prepares them to transfer to a bachelor's degree program, including those offered through University Center. The CWA and A2B program also plan to initiate conversations with California State University, East Bay's Program for Accelerated College Education (PACE) in hopes to develop a partnership through the University Center. PACE is a program designed to support working adults and transfer students to complete their bachelor's degrees through CSUEB. The A2B program and CWA are hoping that it will draw more students to earn their bachelor's degrees through a California State University, but with the benefits of being on a campus they are already familiar with.

d) COLTS Academy: The long-term impact of the initiative was to have the support of the ESO Project to expand and strengthen the COLTS Academy program into three tiers of transfer support: COLTS Academy 1 (for incoming freshman/new students to START STRONG), COLTS Academy 2 (for second year students to STAY STRONG), and COLTS Academy 3: Transfer Academy (for near transfer-ready students to FINISH STRONG). In 2015, A2B and the ESO Project successfully completed both COLTS 1 and COLTS 2, with the plan to also expand into COLTS 3 (transfer – FINISH STRONG) in 2016.

#### 7.A: Current SAOs and SLOs

Transfer Center

SLO:

Students who utilize the Transfer Center Services are able to learn about the application process, transfer selection criteria, Admission requirements, as well as identifying the financial resources.

SAO:

To enhance the Transfer Center in-reach activities such as classroom presentations at different educational levels, to increase students' awareness of the availability of the Transfer Center and programs.

A2B and University Center

a) SAO

i. Increase the number of bachelor degree programs offered at the University Center that meet student transfer needs.

b) SLO:

i. Students will identify two student support services the A2B Program provides.

ii. Students will identify two bachelor degree programs offered at the University Center.

## 7.B: SAO Assessment Plan:

Transfer Center

These services provided by the Transfer Center can be measured by:

The number of activities provided

The number of participants

Student survey to find whether the activities are beneficial

A2B and University Center

To measure our SAO, we're planning to look at the number of Bachelor Degree programs offered at the University Center and the number of partnership agreements with four-year institutions.

## 7.C. SAO Assessment Results and Impact

Transfer Center

The Transfer Center met the SAO goals, which was to provide workshops and transfer related activities such as coordinating university visits, creating brochures and flyers, a Transfer Achievement Ceremony, and College fairs.

The great achievement was to acquire a designated counselor in the Transfer Center. We were able to have greater support during the workshops, and follow up appointments with individual students after the workshops to review the transcript(S), calculate transfer GPA, and recommend courses to complete the transfer path. During fall 2015, she met with 576 students who made appointment specifically for transfer purposes, which is about 20% of all appointments with a transfer purpose. In addition to the Transfer Counselor's appointments, there were 529 appointments made through Transfer services where students met with the Transfer Program Supervisor regarding transfer explorations and transfer follow ups.

The transfer Center increased the number of workshops by 40% and consequently increased the number of participants to 213 students which was a 48% increase. During these workshops, we informed students of UC TAG and ADT programs, how to report these opportunities of on their application, and the process of filing ADT petitions and/or the UC TAG application. We also included information as how these opportunities may impact their admission to a CSU or UC.

As a result of the workshops, there was a 21% increase in UC applications, and a 115% increase in ADT degrees. The CSU System Office reported that there were 83 students from Cañada College who applied to at least one CSU campus for the fall 2015 who self-identified as an ADT recipient. This number is increased by 67% among those who applied in fall 2015 for fall 2016 admission.

Also the number of students who participated at the transfer Achievement Ceremony has increased. This reflects that students are reaching their Transfer goals and become transfer ready students. Please see the graph below:

According to a survey distributed at Transfer Day, the annual college fair, out of 49 students who completed the survey students reported that the Transfer Day was a helpful event:

Find at least two universities that offer their major: 84%

Become focused in finding a major: 55%

Seek out more information about transfer options and opportunities: 84%

Learn about Admission policies: 84%

Learn about the financial resources: 69%

Classroom Visit – provided information on basic transfer requirements, TAG and ADT requirements and their benefits, and the application Deadline. We were able to increase the students' awareness on the following topics:

CSU and UC admissions and selection requirements – by 52%

Availability of ATG and ADT programs – by 59%

CSU and UC application deadlines – 47%

A2B and University Center

Unfortunately, we did not meet our SAO goal of increasing the number of bachelor degree programs offered at the University Center. Similar to the challenges we faced in 2013-2014, the cooperative arrangement with our partner universities has been a factor in our ability to meet our goals in 2014-2015. We have continuously been successful in many of our activities and objectives even though the cooperative arrangement has had its challenges.

As mentioned in the last Program Review, National Hispanic University closed their campus due to institutional financial challenges, resulting in a cancellation of our contract. Additionally, in Fall 2014, we hoped to contribute to our cooperative agreement between the University Center and NDNU's Liberal Studies/Credential Program. However, in Spring 2015, the Director and Assistant Director of NDNU's Admissions office, our contacts for this effort, left the institution and eliminated any progress in bringing this new program to Cañada.

However, despite these obstacles, the A2B and University Center programs plan to continue our efforts to add bachelor's programs at Cañada. Our program has been in conversation with NDNU's new Director of Admissions, who was hired in August 15, to create a partnership between University Center and NDNU's Liberal Studies/Credential Program. The A2B and University Center programs also plan to restructure and utilize the cooperative agreement portion for the grant early in 2016 with the assistance of NDNU's Admissions and Advising/Retention Departments. In collaboration with faculty from Cañada College and

Skyline College, and the staff of San Mateo County of Education, are also planning to develop a new partnership and articulation agreement with the University of Washington's Early Childhood and Family Studies program. The efforts to add bachelor's degree programs related to early childhood education and liberal studies is in response to two upcoming concerns in the field: 1) The United States Department of Health and Human Services' goal of having its head teachers needing baccalaureate degrees to remain in the field. 2) As a result of the previous statement, there is an increase in ECE/CD students, who already have certificates or associate's degrees, returning to school to pursue a bachelor's.

#### 7.D: SLO Assessment Plan:

##### Transfer Center

The SLO measurement of the Transfer Center program comprises the following methods:

Pre and post survey at the Transfer Center workshops

Survey including open-ended questions

Pre and Post survey at the end of the transfer workshops:

TAG Workshop - These surveys measured understanding of the TAG information, where to provide TAG criteria, how to complete the TAG application, and how find additional resources.

CSU/UC Admission Application Workshop – this survey measured students understanding of the four-year university's application process (how and where to file the application), the admission requirements, and learn about the important admission deadlines.

Open-ended survey:

The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer options and opportunities, their intent to transfer, and the usage of the website.

##### A2B and University Center

To measure our SLO, we conducted a pre- and post- survey of 90 students in three courses: a Career and Personal Development 137: Life and Career planning, Accounting 121: Financial Accounting, and Accounting 131: Managerial Accounting. The goal was to measure students' knowledge of the A2B and University Center programs. We started the activity by providing a pre-survey with 2 questions:

? Identify 2 student support services that the A2B program provides.

? Identify 2 bachelor's degree programs offered at the University Center at Cañada College.

A post-survey, with the same questions as a pre-survey, was conducted after a short presentation about the A2B Program and the University Center.

#### 7.E: SLO Assessment Results and Impact

##### Transfer Center

The pre and post survey was given to students at the Transfer Center workshops. The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer policies to CSU and UC campuses and policies about UC TAG. There were 213 students who attended the workshops, and the results of the survey indicates that the knowledge of students about the TAG, CSU, and UC admission policies, how to complete the applications, and the important deadlines increased after attending the workshops.

According to the pre-post surveys that were given to students after Transfer related workshops:

Admission Application - this survey measured students understanding of the application process for CSU and UC Campuses.

The results indicate that the workshops enhanced the students' knowledge on the following among students who did not have any knowledge prior to the workshop:

How to begin an application for CSU, UC, private, and out-of-State Universities - Increased by 88%

The transfer Admission application requirements which increased by 77%

The important deadlines for submitting an application, transcript, financial aid, and Student Intent to Register, etc. - increased by 83%

Personal Statement workshops increased the students' knowledge who did not have any knowledge

I understand the purpose of the Admission essay – by 91%

I learned at least one tip/strategy that I was not aware of before, and it will help me in writing my essay more effectively – by 100%

I learned how to begin my essay – by 75%

I learned about the role of an essay in the admission selection process – by 83%

The UC Transfer Admission Guarantee (TAG) workshop included information about this opportunity, the requirements, and the steps to complete the Transfer Admission Planner (TAP) and to apply for TAG. The results of the TAG survey indicates students knowledge about this opportunity has increased. According to pre-and post workshops, student awareness of the UC TAG increased:

Know how to find the information about TAG – by 93%

Application process - by 82%

TAG requirements - by 93%

How to complete the UC TAG Application increased by 75%.

Transfer Day – During this college fair students had a chance to meet with 56 universities from in state and out of state universities to explore their options to continue with their education. The survey we conducted during this event reflects that students found the event beneficial as they could gather information they needed. The following reflects students' satisfaction on the information they could gather through this event:

1. After speaking with University representatives, I learned about at least one university:

Students Admission policies (major courses, general Education, GPA, UNITS, ECT.) – 74%

Cost of attendance: 55%

Available services that you may fit to your needs: 59%

Available scholarship and financial aid 69%

2. Transfer Day helped me to find at least two universities that offer my major 84%

3. I don't have a major yet, but Transfer Day helped me to become focused in finding a major -55% IS THIS SUPPOSED TO BE A NEGITIVE NUMBER?

4. After attending Transfer Day, I was encouraged to seek out more information about transfer options and opportunities 84%

5. The guidance provided by counselors/mentors before meeting with university representatives was helpful - 84%

6. What would you like to see at the next Transfer Day? More promotion for TD/admission session/ scholarship and personal statement

A2B and University Center

The pre-survey data indicates that students were not aware of the A2B program and its services. This group was also unaware of the University Center and the degree programs offered. This data shows that we need to increase students' awareness of the programs and services available to them. The result and analysis of the assessment are listed below:

Assessment Results: Figure 1 indicates a 64% increase in understanding of at least two services offered through the A2B Program, and a 72% increase in understanding of at least two bachelor's degree programs offered at the University Center.

Evidence/Analysis: A small percentage of the students measured had a basic understanding of the services offered through the A2B program and the degree programs offered at the University Center prior to the presentation. This data a disparity in knowledge and understanding of the both the A2B program's services and degree offerings through the University Center.

Use of Results: We learned that we need to increase efforts to outreach to our student population to inform them our services and the transfer opportunities available through the University Center. Our plan is to offer more classroom presentations to all of the majors we serve, continue to provide campus newsletter, work closely with counseling staff to offer continual informational presentations of programs and services, and continue to collaborate with other transfer-related student and academic support services to reach a broader audience (BTO, TRIO, EOPS, Learning Center, Career Center, Transfer Center, etc.)

## 5. Looking Ahead

### 7.F: SAOs and SLOs for the Next Review Cycle

Transfer Center

SLO

The SLO for Transfer Center Program has a direct relationship with the College Strategic Direction of "Completion" as The Transfer Center is providing avenues to empower students reaching their educational goal of transferring. The SLO for the upcoming year will be the same as last year:

Students who utilize the Transfer Center Services are able to learn about the application process, transfer selection criteria, Admission requirements, as well as identifying the financial resources.

However, we will have different approach in bringing the information to students using Case Management and developing, tailoring services such as workshops to student's level and majors.



We will measure the students' Learning Outcome using:

Pre and post surveys

SAO: SAO will be similar to the last year: to change the campus culture to be transfer oriented, to increase the transfer rate and closing the transfer gap by enhancing the Transfer Center in-reach activities and, to increase students' awareness of the availability of the Transfer Center services and programs, and their transfer options.

The following actions will be the Transfer Center SAO Action plan for 2016-17:

Workshops:

- o Continue with the same topics for outgoing students
- o Develop workshops for students in different majors Such as Business, Psychology, Communication, and Allied health (nursing, Kinesiology, etc.)
- o Specific to group of student with similar questions such as AB540 students, EOPS, and International Students

Exit interview session to actively engage students with their final transfer steps and orienting them to the new campus (university)

Develop transfer guidelines for freshmen and Sophomore students

Classroom visits – remedial and Transfer courses

Develop pathways to open more options for students to select from

Develop an exit orientation for students to ensure students meet the final steps before transferring

Present transfer information at Instructional division meetings, Academic Senate, etc.

These services provided by the Transfer Center can be measured by:

The number of activities provided

The number of participants

Number of students who reach transfer goal

Student survey to find whether the activities benefited students

A2B and University Center

The A2B and University Center programs' SAO and SLOs will remain the same for the next review cycle. With regards to SAO, the A2B and University Center Programs Supervisor will work closely with the President, Vice President of Instruction, and Vice President of Student Services to bring in new partnerships. Additionally, they will work with the Workforce Development office to assist in identifying workforce-related needs, continue to build cohort transfer

pathways to support new partnerships, and pursue online bachelor degree programs that meet student transfer needs. For our SLO, the A2B Retention Specialist and Program Services Coordinators plan to conduct similar pre- and post-surveys in Psychology, Human Services, Business, Biology courses offered at Cañada College during the following periods: September 2016, January and September 2017, and January 2018.

The table below addresses the identified opportunities for improvement:

SLO/ SAO	Action Plan	Timeline	Resources Required
SLO	Students will identify two student support services the A2B program provides.	-Sept. 2016 -Jan. 2017 -Sept. 2017 -Jan. 2018	Adequate staffing
SLO	Students will identify two student support services the A2B Program provides.	-Sept. 2016 -Jan. 2017 -Sept. 2017 -Jan. 2018	Adequate staffing
SAO	Increase the number of bachelor degree programs offered at the University Center that meet student transfer needs.	-Summer 2016 - Spring 2018	Support at the Institutional level

#### 9. Program Improvement Initiatives

N/A