

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Transfer Center***
2. Person(s) completing the questionnaire: *Lorraine Barrales-Ramirez and Susie Tong*
3. Date of completion: *November 5, 2007*
4. What are the primary purposes of the program? Check all that apply.
 - WVC Degrees and Certificates
 - Transfer Courses
 - WVC General Education
 - Lifelong Learning/Life Enrichment
 - Occupational / Vocational Courses
 - Student Support Services
 - Academic Support Services
 - Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

One of West Valley College's goals in the mission statement is to provide "lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree" as well as to provide "counseling programs and additional services which...lead to transfer and/or career goals and promote student access, retention and success." The Transfer Center plays a key role in the mission and is vigorously dedicated to these goals. The Center provides up-to-date information about transferring to four-year institutions to students, counseling faculty, and staff, as well as coordinates activities, resources, and services that support the transfer process.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

N/A - This is the first program review that the Transfer Center is conducting.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Currently the only data we have available to refer to comes from the Counseling Department's SARS GRID. Due to the inconsistency of inputting the reason for students' appointments, the data is inaccurate. The Counseling Department is working with Linda Gibson, Dean of Counseling & Matriculation, to correct this issue by increasing the number of reason codes and providing faculty and staff with training on how to best capture this data. In the meantime, we are able infer that the total number of student contact is increasing concerning transfer issues. For this academic year thus far, counselors have already served approximately 45% of the number of students seen compared to last year. In addition, although the Transfer Admission Guarantee (TAG) filing period for the CSU and UC will close on November 30, 2007, and Santa Clara University's TAA process does not begin until January; We have no doubt that we will exceed the number of TAGs this year compared to the last two years. In fall 2007, in addition to SARS GRID we have implemented SARS TRAK. This will allow us to track student usage in the Transfer Center.

After approximately two years of the Transfer/Career Advisor position being unstable, we have hired a permanent employee as of September. Having someone consistent in this position has made a difference of being able to serve additional students in more effective and diligent manner. The Counseling Department and EOPS have hired new adjunct counselors thereby increasing our part-time pool. In addition to updating our full-time counselors on transfer issues, it is crucial that our adjunct faculty also be trained on all aspects of the transfer process. We are working with Counseling and EOPS to set-up on-going trainings.

SARS GRID Data (7/1-6/31):

(codes: TAA & TRNINF)

Year	Student Contact
2005-06	1219
2006-07	1280
To date (10/30/07)	561

TAG/TAA Data:

Year	Accepted TAAs
2005-06	74
2006-07	106
To date (10/30/07)	105 (processed)

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The significant trend that will affect Transfer Center and services we provide is the increase in student headcount. As more students attend West Valley College we need to be more effective on reaching out to them to let them know how the Transfer and Counseling Center can assist them with their transfer goals. We will look at ways on how to do outreach to students, faculty, and staff to make them aware of our services by allocating resources to projects such as revamping the Transfer Center website, creating a glossy brochure, and making classroom presentations. In addition, continued training for both full-time and part-time Counseling Faculty.

3. In analyzing any available program data concerning program “satisfaction” (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- a) What significant trends are revealed in the data?
 - b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

There has not been any data collected concerning program “satisfaction.” We will work on these for the future.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- a) What significant trends are revealed in the data?
 - b) What factors might contribute to any significant differences from the College averages? See attachment.

Based the Transfer Rate Study of the California Community Colleges, 2005-06 from the CCCCO, West Valley College’s transfer rate is relatively fair compared to that of the statewide rate. The study tracked several cohorts of first-time freshman with the intent to transfer for six years. The rate includes transfers to UC, CSU, in state Private/Independent, and out-of-state. We are currently recovering from a dip in our transfer rate in 2004-05. Various factors could have contributed to this decline, for example a favorable employment outlook, lack of consistent staffing in the Transfer Center for the past 2-3 years, and limited transfer course offerings at the college. There is always room for improvement. Our plan is to look at our student needs to see how to better assist students through the transfer process and to work with instruction to discuss how major preparatory courses effect students ability to transfer. In addition, the development of SLOs this year will allow us to better assess and plan for future services.

Year	WVC’s Transfer Rate	Statewide Transfer Rate	The Highest Transfer Rate for that year
2003-04	49.68%	40.9%	57.42%
2004-05	46.20%	40.9%	59.20%
2005-06	48.47%	40.7%	58.05%

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

According to the California Community College Transfer: Recommended Guidelines, Spring 2006, it makes the following recommendation for staffing the Transfer Center:

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

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

Therefore, based on these recommendations we will suggest that the Transfer Center Director's coordination time be increased and to hire a work study student (15 hours/week).

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
- a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The Transfer Center currently does not have any SLOs. We are currently in the process of creating SLOs and will be able to report on them by the next program review.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
- a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

There are several external factors that can influence the Transfer Center's priorities. Whenever transfer admission requirements are changed and new articulation agreements established by the UC, CSU and Private/Independent systems these changes need to be communicated to the counseling faculty and staff in order to better serve students. Training is essential and needs to be done on an on-going basis. Once the advisory board is established, they will directly influence how we provide direct services to our students. Employment trends also affect transfer rates. As students tend to abandon or place on hold their educational goals when the labor market is promising as opposed to when it is no so favorable, outreach is critical to inform them of their options. In addition, the California Community College Transfer: Recommended Guidelines, Spring 2006 (updated), document is the guide for Transfer Centers to follow for minimum program standards which were approved by the CCC Board of Governors originally in 1991.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

N/A - This is the first program review that the Transfer Center is conducting.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

As our first Program Review, we can conclude that there are several areas that we need to expand on to improve our services. As noted in our Actions and Objectives section, assessing student needs and improving outreach efforts are goals that we will be working on for the next three years. In order for this to be accomplished it is critical that we develop our SLOs and the College support the Center by allocating ample funds that will allow us to implement necessary services and resources to students, faculty and staff.

2. Program Strengths:

1. *Computers, programs and resource library are readily available to students.*
2. *The Center continues to provide current and accurate educational information.*
3. *Marketing for the Center includes: Improved signage (i.e., bulletin boards and flyers), transfer webpage, transfer calendar of events and transfer brochure.*
4. *A successful Transfer Celebration was presented in honor of all students who transferred successfully.*
5. *Coordinates guaranteed admission agreements with CSU East Bay, CSU Monterey Bay, San Francisco State University, San Jose State University, UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, UC Santa Cruz, UC San Diego, and Santa Clara University, as well as UCLA (through our HONORS program).*
6. *Counselors are well informed of the transfer process and are capable of assisting students in transferring successfully. We have provided them a "Quick Reference Guide" for Transfer Admission Agreements.*
7. *Service provided to the students is prompt, helpful, responsive, adequate, and efficient.*
8. *College and university representative campus visits (one-on-one appointment with students).*
9. *Annual Transfer Day, providing representatives from over 40 colleges and universities to meet with students and the campus community.*
10. *Offer a 1 unit class to students: "Transferring with Success"
This course educates students in the following:*
 - *How to apply to UC, CSU and Independent/Private Universities*
 - *How to plan your coursework to meet transfer requirements*
 - *Information about financial aid, housing, and other student services*
11. *CSU and UC Workshops – assisting students in the application process and personal statement.*
12. *The Center is available for campus tours and classroom visits. This allows the students to familiarize themselves with the facility.*

3. Program Challenges:

1. *Not having an adequate annual fixed budget to support Transfer Center activities.*
2. *The uncertainty of being allocated additional funds to provide a satisfactory level of service to students.*
3. *Outreach to all students, including evening students, continues to be needed to educate the students of the programs, resources and services available to them.*
4. *Tracking system for students using the Center needs fine tuning.*
5. *Due to the large amount of part-time counseling staff, there is an ongoing training of transfer.*
6. *Identifying funding to hire a student assistant to help with the day-to-day operations of the Center.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

1. *Develop SLOs*
2. *Improve Transfer Center web page*
3. *Increase outreach efforts to students, faculty and staff*
4. *Establish the Transfer Advisory Board*
5. *On-going training for the counseling faculty and staff*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Action/Objective	Initiation Date	Completion Date
SLOs	1/2007	On-going
Transfer Center web page	1/2007	4/2007
Outreach	9/2007	On-going
Transfer Advisory Board	2/2007	4/2007
Training	10/2007	On-going

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

With adequate resources and support all of the above actions/objectives can be accomplished this coming year.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable): **N/A**

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

<p>Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>
<p>Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>
<p>Staff Development (brief narrative description): <i>Click once here and type your response</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>
<p>Other (please specify): <i>Click once here and type your response</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>

2. What have you been able to accomplish as a result of the resource obtained?
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

N/A

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars): *Work Study student approximately 15hrs/wk*

Administrative Staff FTE:

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost):

\$3,100 (for 3 computers)

The Counseling Building will be rewired to accommodate more computers and to make the building wi-fi accessible. Since we have the space in the new Transfer Center area, we would like purchase two more computers for student usage. In addition, the third computer would be for the SARS TRAK program. Since we are currently run it from the Transfer/Career Advisor's computer we have encountered some glitches. In order to more efficiently run SARS TRAK it should run on its own computer.

Supplies (brief narrative description with estimated total cost):

\$5,078

Supplies are divided into three areas (1) non-instructional supplies, (2) events and activities, and (3) non-instructional books, magazines & periodicals.

(1) \$703: Supplies and materials needed for day-to-day operations of the Transfer Center.

(2) \$3,625: The Transfer Center is responsible for planning and organizing Transfer Day and Transfer Celebration. In the past, these events were not supported by the Transfer Center's budget.

(3) \$750: To update and augment the transfer and career resource library needed to support student usage.

Staff Development (brief narrative description):

\$950: To adequately cover travel costs. The Transfer Center Director and Transfer/Career Advisor attend various transfer related meetings and trainings throughout the year in order to stay up to date on transfer issues.

Other:

(1) Leases: \$4895

The Transfer Center pays for the following annual software lease agreements: Eureka (\$2,195), Vocational Biographies (\$1,350), and SARS TRAK (\$1350).

(2) Dues, Membership & Fees: \$150

This pays for the membership due for the Transfer Center Directors Association.

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu