



FULLERTON COLLEGE

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Student and Support Services

2018 - 2019 Self-Study

Three-Year Program Review Template

[Transfer Center]

[Counseling]

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

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Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

The Transfer Center's mission is directly related to the college's mission of advancing student achievement and transfer: to increase awareness of transfer among Fullerton College students, faculty and staff; provide support for students in the preparation, application and transition stages of the transfer process; and enhance opportunities for transfer by collaborating with universities.

Vision: Fullerton College will transform lives and inspire positive change in the world.

Transfer Center services facilitate the opportunity to pursue a university education, for many Fullerton College students this is a life changing opportunity. Our vision is that all Fullerton College students are able to realize their transfer goals. In fall 2015, 44% of Fullerton College students were first in their family to get a college education and more than 50% of our student population qualified for the Board of Governors Fee Waiver. Similarly, two-thirds of students who utilized the services offered by the Cadena Cultural and Transfer Center in 2017-2018 were receiving financial aid. In 2016-2017, Fullerton College ranked number one among the 114 California Community Colleges in transfer to the California State University system (CSU). Fullerton College also ranked number 2 in female students to the CSU and number 2 in the number of Hispanic students who transferred to the CSU.

Core Values:

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.

By fostering a transfer culture, we create a community of educators dedicated to supporting transfer students. We do this through collaborations with faculty and special programs; training for counselors and discipline faculty; Transfer Awareness Week activities, and our Transfer Ambassadors Program.

Diversity – We embrace and value the diversity of our entire community.

We are a diverse staff that values, embraces and serves all Fullerton College students. At our monthly trainings we invite representatives from the campus community to help us understand best practices in serving special populations. We have had guests from Disability Support Services, Umoja Community, the Veteran's Resources Center, and Student Support Services to name a few. Topics included Title IX training, working with students in distress, serving students of color and serving student veterans.

Equity – We commit to equity for all we serve.

All enrolled Fullerton College students can participate in Transfer Center activities and receive our service. We also gather demographic data to understand whether all students are accessing our services and whether there might be different needs/experiences that we need to account for.

Excellence – We honor and build upon our tradition of excellence.

We invite student representatives to participate in our bi-annual Transfer Advisory Committee meetings to help us fine tune our Transfer Center services. We also value regular evaluation and send End-of Semester Surveys to students who have used visited our center to asses our services and student service.

Growth – *We expect everyone to continue growing and learning.*

Transfer to four-year institutions allow our students the opportunity to continue their education and pursue a bachelor's degree or higher after establishing a strong foundation here at Fullerton College.

Inclusivity – *We support the involvement of all in the decision-making process.*

Staff are encouraged to participate in professional learning opportunities including monthly trainings and conferences when possible. All staff also have an opportunity to give input regarding our activities and services during monthly staff meetings. In addition, the center's mission and vision statement was recently re-written in a collaborative process taking into account the entire team's input.

Integrity – *We act in accordance with personal integrity and high ethical standards.*

Transfer Center faculty and staff participate in monthly trainings and attend conferences to ensure we use best practices and provide accurate information to all students. Everyone in the center is expected to display behavior in accordance with personal integrity and high ethical standards including guiding students to arrive at their own decisions regarding transfer and helping them take responsibility for their transfer process.

Partnership – *We work together with our educational and community partners.*

The Transfer Center partners with universities in the private, out-of-state and public universities to increase transfer knowledge on admissions processes and requirements to these schools. Throughout the year we host university fairs, informational tables, presentations, tours and admissions panels in collaboration with 4-year universities. We also partner with other students services to best serve our students applying to transfer. A good example of this is the partnership we created with the University of Redlands to offer university courses on our campus, allowing students to complete their Bachelor Degree in Business on site.

College Goals:

By facilitating transfer achievement and success, the Transfer Center supports **Goal 1: Fullerton College will promote student success.** Further, our connection to the Cadena Cultural Center, Equity initiatives and collaborations with programs that serve underrepresented and disproportionately impacted students allows us to support **Goal 2: Fullerton College will reduce the achievement gap.** Finally, through our partnership with various local universities, we support **Goal 3: Fullerton College will strengthen connections with the community.**

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The center's main purpose is to provide services for a successful transfer experience. The center is committed to supporting students in their educational goals by providing the following:

- Counseling appointments
- Advising/General Transfer Information
- College Fairs and University representative appointments
- Tours of local colleges & universities
- Transfer Seminars/Presentations
- Transfer Exploration assistance
- 4-part application workshop series
- Drop in application assistance
- University appeals assistance
- Transfer research resources: catalogues, brochures, flyers, and online resources
- Special events
- Computers/study space

One of the most successful components we added in the last few years was the four-part Application Workshop Series to better assist students with the CSU and UC application. This series provides students with detailed assistance throughout the year-long fall application cycle:

- (Summer) Part 1: Are You Ready to Apply?
- (Fall) Part 2: Applying to Transfer
 - The CSU Application
 - The UC Application & Personal Statement Assistance
- (Winter) Part 3: After You Apply – The Next Steps
- (Spring) Part 4: Admissions Decisions

Students who attend these workshops are provided handouts of checklists to ensure that they are meeting all of the necessary steps in the application process. In addition, Transfer Center staff is able to follow-up with workshop participants, notifying students of requirements necessary following application submission and impending deadlines.

In addition to these direct services to students, the Transfer Center remains the primary resource of transfer information for counselors in various departments. Counselors regularly contact us to inquire about difficult transfer-related issues. Further, Transfer Center staff assists the Counseling Center in training adjunct counselors on current transfer policies.

Another purpose of the center is to enhance the transfer culture on campus. We make deliberate efforts to communicate in various ways with students as well as staff and faculty about important transfer news and seek ways to engage the entire campus community in transfer activities. Examples of this are our Transfer Awareness Weeks, Transfer Ambassador program, and Transfer Celebrations.

During the reporting period, the Cadena Cultural and Transfer Center permanent staff included the following: a Director, Classified Coordinator, Classified Specialist, Classified Technician and a full time faculty counselor. Student hourlies, adult hourlies, adjunct and overload counselors, and professional experts were also employed to try to meet the demand for transfer services. All classified and hourly staff assist with both transfer and cultural events, however, the primary duties for the Transfer Center are assigned as follows:

- Director- Provides oversight for both Cadena Cultural and Transfer Center events, staff, counselors and budgets; serves on several campus and regional committees; evaluates services and writes reports; conducts tenure review process and classified evaluations; applies for funding; staff scheduling and trainings; fosters relationships with university partners, admission decision appeals, resource for counselors, university agreements and MOUs and performs additional managerial duties as needed.
- Coordinator - Office operations including, human resources paperwork and payroll preparation, directing the work of student/adult hourlies and interns, reconciling budgets and processing requisitions for both centers, coordinates staff meetings and trainings, coordinates data entry, presents transfer workshops and presentations, provides application assistance, personal statement reviews, maintains websites, Cadena Cultural Center programming.
- Technician - Transfer Center website updates, assists with university fairs and chaperones university tours, provides application assistance, enters student contact and survey data, and maintains and distributes printed publications.
- Student Services Specialist- Conducts workshops and presentations, creates monthly newsletter, coordinates university representative visit schedules, provides application assistance, provides personal statement review, plans and chaperones tours, plans special events, gives work direction to hourly/front desk staff.

- Full time counselor- Educational plans, workshops, counselor trainings, resource for counselors, Honors counselor, UC TAG reviews, personal statement reviews, application assistance, and serves on several committees.
- In addition, adjunct counselors are hired to provide counseling services during the academic year as well as UC TAG reviews, assisting with workshops, applications and personal statement reviews.
- Professional expert- We have had professional experts work on specific projects during the reporting period including creating and administering surveys and drafting reports as well as coordinating the pilot Transfer Ambassador program.
- Hourly Transfer Ambassadors are former Fullerton College students that have transferred successfully and help to enhance the campus transfer culture through tabling, presentations and connecting with programs/departments to advertise our events.
- Hourly front desk staff include adult and student hourly. These are our front line staff greeting and checking students in, making appointments, answering phone calls, and providing clerical support.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

*CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director	1	100%	12	General	*1
Classified					
Technician	1	100%	12	General	1
Coordinator	1	100%	12	General	*1
Specialist	1	100%	12	SSSP	1
Faculty (full-time)					
Counselor	1	100%		SSSP	1
Faculty (Adjunct/Overload)					
Adjunct Counselors	3	varies	Varies	General, SSSP	1
Hourly	3	40%	6.5	General/ Work study	.8
Hourly Ambassadors	4	.2	6.5	Equity	.4
Professional Experts	1	50%	9.5	Equity	.5
					*7.7

*While employed at 100% and listed in the table as 1 FTE each, the Director and Coordinator’s time is divided between transfer center and cultural center duties.

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
			Total FTE	

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

For many years, the Transfer Center had been severely understaffed with only two classified staff members dividing their time to provide transfer and cultural programming considering the size of our student body and proportion of students indicating a goal of transfer (According to the Fullerton College 2016-2017 Annual Report, 22,686 students reported having transfer as a goal). While a third full time classified position was added in July 2015 and a full time counselor in 2016, the demand for our services has increased and the complexity of the transfer process continues to make the transfer center services critical to our transfer success.

Currently, the center does not have a classified administrative assistant to carry out clerical duties and staff the front desk. Although we have employed student hourlies and adult hourly temporary staff to assist, there are limitations to their responsibilities. In addition, we are held to contract rules that limit the employment of the part-time hourly position to 26 hours per week and 13 weeks per year. This has led to significant turnover, requiring the full time staff to spend considerable time recruiting, hiring and training new staff. Having an administrative assistant would provide the extra support necessary to carry out office operations for our high traffic center and it would improve our services to students, as the person at the front desk is often the first point of contact and it is crucial that this staff member be reliable and well trained to answer student inquiries regarding increasingly complex transfer admissions policies and procedures. An assistant would also be able to

provide support for large events such as fairs, transfer celebrations and any additional events and services we might provide in the near future in light of the transfer initiatives discussed in section 2.7.

With the recent addition of the Transfer Specialist and full time counselor, the Transfer Center is making progress towards achieving the staffing guidelines published by the California Community Colleges System Office and the California Community College Transfer Center Directors Association (2014):

The California Community College Transfer Center Directors recommend 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 master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;*
- *One to two full-time counseling faculty positions, or more depending on size of campus and scope of the transfer program; and*
- *One to two full-time classified positions, or more depending on the size of campus and the scope of the transfer program.*

Although we have an administrative director, she is not assigned full time since she is also responsible for directing the Cadena Cultural Center. We do have one full time counselor now, and three classified staff (working for both the cultural and transfer centers), but we are a large campus and the scope of our program/services is increasing due to reasons already discussed and other concerns discussed in section 2.7. Thus, we remain short staffed with our ongoing positions.

Prior to the availability of SSSP funding, the Transfer Center had offered limited counseling services, typically reduced to key times during the year, focusing most of the hours during the fall application period. However, students are in need of guidance with course planning and transfer preparation year round, as timely completion of specific requirements has become increasingly important in the admissions process. The summer period is especially important for UC transfer preparation, as students hoping to take advantage of the UC Transfer Admissions Guarantee (TAG) must determine their eligibility and apply by September. Additional funding for counseling support during the months of August and September has helped us identify eligible students and increase the number of TAG applicants, thereby potentially increasing the number of students admitted to a UC institution. In fact, our UC TAGs, applications and acceptances have increased steadily each year since the last reporting period. The Transfer Center needs to have highly-trained and transfer-competent counseling staff who also have a firm grasp on Fullerton College counseling and admissions policies and procedures. Despite recent support from Student Equity and SSSP funds, counseling services in the Transfer Center continues to be inconsistent, relying upon adjunct counselors whose employment is never guaranteed semester to semester.

2.5 How many students are served? How has this number changed since the last review?

The center has continuously worked to improve the tracking of student contacts and we have also made an effort to separate Cadena and Transfer contacts and reporting since the last review. We have standardized our SARS reason codes and data entry; and we have also been challenged with tracking social media contacts and quad event contacts. Thus comparing the last program review cycle with this year's numbers is problematic. With all this being said, in 2017-2018, the transfer center recorded:

- **10,491 in-person contacts**, which is only slightly lower than the contacts reported in the last program review (2014-2015). However, as discussed above, the 2017-2018 numbers reflect an effort to capture transfer contacts separate from the combined center contacts as reported previously, so we are confident there was an increase in transfer center contacts. In addition our 2017-2018 number would have been higher, but we made fewer classroom presentations than in previous years due in large part to the limited staffing caused by having two staff members on extended leaves and the increased demand on center services, requiring staff to be available in the center assisting individual students rather than out doing presentations to groups. We also recorded ***3,037 unduplicated** students received some type of assistance or participated in at least one of our activities for which we collected sign-in sheets in 2017-2018. This is higher than the unduplicated students recorded for 2016-2017 of ***2,675**. In addition, in 2017-2018 we held a total of **66** application-related workshops (Our 4-part series and How to Afford a University Seminars) as compared with **30** in 2014-2015, prior to the hiring of additional staff and counselors. This is in addition to the other services including counseling, university tours, classroom presentations, fairs, etc.

*These figures represent unduplicated students accessing either the Cadena Cultural or Transfer Center events/services.

- Since the last reporting period we have also increased our communication with students electronically. We utilize email, facebook, instagram, constant contact, remind and the UC TAP planner to send important transfer dates and updates and information about our center's activities and services. Our total electronic contacts (reach) in **2017-2018 was 144,992**. In our last program review we reported 78,010 electronic contacts for both centers combined, thus reflecting over an **86% increase**.
- Lastly, another form of contacts are those made over the phone. We receive many inquiries from students and counselors about transfer in general and about the application process, however, we are not able to report these numbers as we are unable to retrieve phone logs.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

- At the time of writing the last program review a classified specialist had recently been hired. This position has contributed to the increased number of events and student contacts reported above. A full time counselor was hired and assigned to the Transfer Center in 2016. This has increased the quantity and effectiveness of our counseling services. As the lead counselor in our center, she ensures that our adjuncts have the most updated information needed to do their job and is a great resource for them as well as counselors in other departments. She has also taken on the role of being one of two honors counselors. This has strengthened our connection with the honors program and with honors students. Hiring a full time transfer center counselor has also strengthened our connection to the counseling center and she has been able to provide important transfer updates and have a transfer-focused voice in counseling department meetings.
- During the reporting period, we experienced staffing challenges when two of our permanent staff underwent extended leaves (at different times during this period) and we were unable to replace them with another full time member. Instead we relied on short-term hourly with a

maximum of 26 hours per week or a few hours of support from a staff member in another department. The district should make exceptions for instances where an employee is on an extended leave, especially when there are salary savings due to the leave.

- In 2017 the CSU system underwent a change in application vendors. While the intent was to make the process easier for the students, the new application was rolled out without much user testing. As a result, there were a myriad of issues that caused confusion for students, frustrating glitches and even unwarranted denials. Even though some updates have been made, there continue to be troubling issues that require our staff to intervene and assist students. This has increased the demand on our staff for application assistance.
- Another significant change has been the partnership developed with the University of Redlands to offer university courses on our campus, allowing students to complete their Bachelor Degree in Business on site with a 30% tuition discount. 11 students enrolled in the first cohort in fall 2018 and we expect this program to grow as students become more aware of this opportunity. This initiative has the potential to mitigate some of the effects of impaction at our local CSU (Fullerton) and increase the number of business majors who transfer to a four year university.
- SSSP funding has dramatically increased the counseling support in the transfer center. In 2014-2015 the center offered 788 counseling appointments during limited times in the fall and spring semesters. However in 2017-2018 we were able to offer 1,200 appointments-a **52% increase** throughout the year including during the summer and on evenings and weekends.
- Student equity funding has allowed the Transfer Center to offer an out of area university tour each summer and to implement several initiatives during the reporting period including CSUF transfer orientation support, extended hours (evenings and Saturdays), survey and report development, and most recently, the Transfer Ambassador Program.
 - The Transfer Ambassador program's goal is to enhance the transfer culture at Fullerton College and to reach students from disproportionately impacted groups that might not otherwise access our center's services. The program consists of a project coordinator and four hourly Transfer Ambassadors (each work 6-8 hours per week). The ambassadors participate in activities such as tabling, signing students up for transfer events, doing brief presentations, and sharing their transfer experiences and general transfer tips with current Fullerton College students. Each Transfer Ambassador is a Fullerton College alum that has successfully transfer to a four-year university. The program is being piloted in 2018-2019 with huge success so far. For example, we have gained 250 new instagram followers during the fall 2018 semester and had over 5,000 impressions on our account during Transfer Awareness Week alone. If funding continues for this initiative it has the potential to help us reach even more students.

In summary, the two new permanent staff members along with Student Equity and SSSP funding have made a dramatic difference in the quantity and accessibility of our services to students and this coincides with our increasing transfer numbers.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

- The passing of **Assembly Bill 705** will have significant impact on the advising and preparing of transfer-bound students to four-year institutions. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. Historically, students have been held back from transferring due to not meeting college level English or Math in a timely manner; many students struggled in remedial math courses and further delayed their transfer

plans retaking courses until they reached the transferable math level. With the implementation of AB705, students can potentially meet those same requirements within two semester and be ready for transfer within a two year period. Students will be transfer-ready sooner than ever before and will require transfer counseling and application services sooner in their academic journey than ever before. As the demand in our services and resources increases, so will the need to have adequate staffing to assist transfer-bound students.

- The **Guided Pathways** Initiative can potentially impact our program in the amount of services and resources we provide for student to explore majors and plan to meet transfer requirements. Guided Pathways will allow for more exploration and early planning of cluster courses to assist students in figure out majors and/or transfer goals. Due to earlier interventions in guiding student towards majors and/or transfer, there may be a greater need for more university representative appointments, transfer counseling, four-year campus exploration, workshops, and presentations geared to assist students in choosing the most appropriate path(s) for their educational goals.
- Since the implementation of **Senate Bill 1440**, CSU-bound students have had an additional method of preparing for transfer while earning an Associate Degree for Transfer (ADT) from their local community college. One of the benefits of the ADT for students seeking transfer to a CSU is that the transfer degree guarantees admission into the CSU system. Over the past six years, because of such benefits, the number of students completing ADTs has grown exponentially. More students are seeking ADT guidance and preparation at the community college because it may prioritize their admission consideration into a particular major or program; a significant advantage, especially for local campuses like CSUF and CSULB which are impacted for all undergraduate programs. The need to provide more counseling appointments and workshops geared to assist ADT applicants is already being felt in our center. As we continue to be the number one feeder community college in transfers to CSUF, the need for more staff and resources is imperative in the preparation of our transfer-bound students.
- **UC Winter/Spring Admission:** The University of California system is committed to providing more opportunities for transfers into higher education than ever before. Currently, UC's mission is to admit one transfer student for every two freshmen students admitted. With this goal in mind, three UC campuses (UC Riverside, UC Santa Cruz, and UC Merced) have committed to accepting applications for winter or spring upper division transfers for the next few years. For transfer students, this commitment is significant because it allows them to apply mid-year if they are ready to transfer; an option not possibly before as UC campuses have historically only accepted fall upper division transfer applications. This opportunity is great for our students but it also means our center has needed to adjust our services, staffing, and hours of operation to accommodate for students wishing to apply for a cycle that was previously not available. Along with assisting students for CSU transfer during the summer time, programming and staffing will also need to be provided for UC-bound student simultaneously. Services such as personal insight questions reviews, UC application workshops, counseling appointments, and university representative appointments will be impacted, along with funding and staffing needed to provide those services.
- **New CCC Funding Formula and Vision for Success:**
As the state of California moves into an adoption of a new CCC funding formula that incentivizes student success, it is crucial to be intentional about the work we do to help students achieve their degree, certificate, or transfer goals in a timely manner. In particular, with funding tied to degree(s) and certificate completion and transfer, our center will be

impacted with students wishing to seek services which help them plan for degree completion and transfer preparedness. This increased focus on transfer outcomes is also echoed in the Chancellor's "Vision for Success" which a goal for our community college system to **increase transfer to UC and CSU by 35%**. As Associate Degrees for Transfer (ADT) continue to gain momentum and prioritize transfer to CSU, this is an area we are already experiencing a high demand in services for, especially during peak transfer application times. In order to meet the need of students checking for transfer and degree requirements, additional staffing and resources will become imperative to continue to meet the demands of our student population. Impacted services such as counseling, workshops, and access to computer stations will continue to be important pieces of the equation in helping students achieve their education goals in a timely manner; all while maintain our commitment to excellent "customer service" with a limited staff.

- **Anaheim Pledge and other "promise" programs:**

The Anaheim Pledge and future "promise" programs will have a direct impact on the Transfer Center. One of the goals of these initiatives is to increase transfers to UCI and CSUF. This will require transfer center staff to collaborate with our partner institutions and increase and enhance our current services. It follows logically that we will need additional staffing in order to meet the goals of these initiatives. A classified coordinator would be helpful as we plan additional events and services for Pledge students. Currently Pledge staff have been hired by the campus to assist with the onboarding and first year retention activities, however, there are no plans in place for how to support these students when preparing for the transfer phase of their educational career and the Transfer Center should be a part of that program development.

2.8 Provide any other data that is relevant to your self-study.

- During our last accreditation visit in 2017, the Cadena/Transfer center was recognized and the campus received a commendation for our center's "Focus on transfer and equity minded practices" and "Development of innovative programs and support services". The events and services provided by our center go above and beyond what most transfer centers provide and our intentional focus on equity also stands us apart.
- In 2016-2017 Fullerton College was #1 out of the 114 community colleges in transfer students enrolled at the CSU. We transferred 1500 students, the highest number ever from Fullerton College and the highest from any community college in at least the past 6 years that we were able to find data for. In addition, we ranked 2nd in the number of Hispanic/Latinx student transfers to the system. This cohort of students would have been applying during the 2015-2016 year. We contend that the increase in staff and counseling support in the Transfer Center (as well as in the counseling department and other areas) made possible by Student Equity and SSSP funding beginning in 2015 was directly related to Fullerton College's transfer success in 2016-2017.

Below is some additional transfer enrollment data:

Enrollment Year	UC applicants/admitted/enrolled <i>Admit rate/yield rate</i>	CSU enrolled	In State Private enrolled	Out Of State enrolled
2017-2018	465/365/263 79%/72%	1385	n/a	n/a
2016-2017	452/297/220 66%/74%	1500	151	273
2015-2016	390/257/201 66%/78%	1376	152	272
2014-2015	420/295/210 70%/71%	968	228	263

We are in the process of gathering disaggregated data to examine our acceptance and yield rates by race/ethnicity but that information is not available at the time of writing this report.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

- The transfer center is radically student-centered. We develop and adapt our services with our diverse student populations in mind.
 - We understand and try our best to address the needs of our students. For example, we understand that completing transfer-level courses is only one part of the transfer process and that there are many factors that can interrupt or facilitate the process; from financial challenges to lack of information to indecisiveness regarding majors or universities and even missing deadlines. Our events and services are designed with this understanding of the varying needs of students throughout the entire application process in mind.
 - In order to understand how students experience the quality and availability of our services, we conduct a year-end satisfaction survey, as well as post-event surveys for many of our activities. This provides valuable feedback that we use to adapt our services. For example, student satisfaction surveys indicated that students wanted more counseling and more workshops at different times of the day. In response, the center has taken advantage of the temporary funding from SSSP and Student Equity, to offer additional counseling hours and workshops during extended evenings and on three Saturdays. This has enabled students who work during the day and may not have the ability to access counseling and transfer services during regular operating hours Monday-Friday to be able to attend a workshop and receive assistance with the CSU and UC applications.
 - We are mindful of transfer application cycles and deadlines and plan our hours of operation accordingly. In the fall we have Saturday hours and drop in services beyond our normal schedule.
 - Being “radically student centered” also means that we strive to create a student friendly environment at all times, and many students use our center as a comfortable place to study or meet with friends. Our staff makes an effort to engage with students in a friendly manner and always offer a warm, safe and open environment. Almost 200 students respond to our end of semester surveys, and overwhelmingly they agree that the center is a welcoming and

safe space (**94%** in spring 2018 and **95%** in fall 2017) and **91%** reported that they felt comfortable asking for assistance in the center in both spring and fall surveys. Further, **90%** (144) recalled that either “always” or “most of the time” the staff had interacted with them in a friendly and professional manner. While our goal would be that 100% of respondents had a positive experience in our center and we can continue to work toward this, these statistics are impressive given the amount of students we are tasked with serving with limited staffing. Below are some comments gathered from recent end of semester surveys:

- *I appreciate services that the transfer center offers. I always feel welcomed and comfortable to go in there, even if it's just to sit down at the tables. The computer usage is also very helpful.*
- *My transfer center appointment helped me so much in preparing for my next semesters. I now tell every incoming freshman I meet to make sure they make an appointment so they can take classes they need instead of taking classes they might not need.*
- *Everyone in this transfer center is very helpful. I love coming in here for quick questions, transfer meetings, studying or when I get breakdowns during the semester. Everyone here is encouraging and makes me feel like transferring is a possible goal!*

- We are innovative.

- We are always seeking and implementing innovative ways to better serve our students and meet their individual needs (i.e. extending our hours to accommodate evening students, providing workshops and individual appointments to accommodate various learning styles, connecting with students through email and multiple social media platforms).
- We use many mediums to communicate transfer requirements, updates, and transfer events to students. These efforts include a monthly E-newsletter, Social Media (Facebook, Instagram, and Twitter), Transfer Center website, targeted emails, flyers and informational tables staffed by full time staff, counselors, and Transfer Ambassadors throughout the campus.
- We have recently pursued a unique partnership with the University of Redlands. We recognized that impaction at CSUF, our nearest and most popular transfer destination, affects many students who are fully qualified for transfer but may not meet changing GPA requirements. Further, many students work full time and find it difficult to enroll in university courses during the day. Through the Redlands partnership, students are able to complete a Bachelor’s degree in business (the most popular major among Fullerton College students) without having to leave our campus. Redlands faculty teach courses onsite one night per week during consecutive 8-week sessions. In addition, students receive a 30% tuition discount and are able to waive several Redlands requirements by taking our courses. Thus, we have created an affordable and convenient transfer pathway for students. 11 students are enrolled in the first cohort this fall and we expect the program to continue to grow as students and counselors become more familiar with it.
- Student Equity has allowed us to pilot several new initiatives. As described above, our Transfer Ambassador program is being piloted this year and we hope to be able to expand it as it is already proving to be effective in extending our reach and connecting with students. Previously, Student Equity funded weekend and additional evening services (in addition to our regular Tuesday evening schedule). We found the Saturday services were most beneficial to students while the additional evening hours were not as well attended. As a result, we continue to offer Saturday workshops and drop-in assistance in the fall semesters (paid from our general budget since the Equity Budget was reduced).

- We make data driven decisions
 - We engage in ongoing evaluation of our programs and services to assess our strengths and possible areas of improvements. As described above, we conduct a year-end survey, as well as post-event surveys for many of our activities. This provides valuable feedback that we use to adapt and improve our services.
 - As noted above, attendance data was used to plan for subsequent Saturday services and we discontinued additional evening hours since they were not well attended. Also, we track our appointment and workshop fill rates to help us determine when demand is greatest and we plan accordingly for subsequent semesters. Although each year and each cohort of students is different, in 2017-2018 our careful planning is reflected in the following rates:
 - 45-minute counseling appointments: 92% fill rate
 - CSU application workshops: 86% fill rate
 - Personal Statement review appointments: 81% attendance (show) rate

- We are collaborative
 - We collaborate with local and out-of-area universities to provide easy access to the valuable information/expertise our university representative appointments offer. Typical services include advising appointments, university admissions presentations, and applications assistance.
 - We collaborate with Humanities Faculty to offer personal statement review support.
 - We have also provided trainings to writing center faculty and staff related to personal statement reviews.
 - We collaborated with EOPS to provide training and support for EOPS application workshops.
 - We shared our events calendar with the Pledge program coordinator and program students received credit for attending our events.
 - We have staff that liaison with other departments. For example our Specialist regularly attends Umoja steering committee meetings and conducts “Transfer Talks” in the center. Our technician regularly connected with our VRC to encourage students to attend our events. Further, our Transfer Ambassadors have a regular presence in front of the VRC, inside the Umoja center, and they are present at special program events.

- We are dynamic and flexible
 - Transfer requirements and applications processes can change very quickly. As such, Transfer Center faculty and staff must participate in ongoing trainings, attend conferences and stay connected with university representatives to ensure that we provide the most up to date information to students. This also means that we need to quickly adapt our services to meet the ever-changing application process and requirements.
 - Offering a multitude of services to a large student population with a limited staff requires us to be flexible in our roles. For example, our counselors not only do educational planning, but they also do workshops/presentations, review personal statements, and review TAG applications. They also provide support for drop-in application assistance during peak times. In addition, our classified staff must juggle event planning, workshop development, and other duties while being available for drop-in assistance.

- We are centrally located.
 - Our location is a major strength. By being centrally located in the college center building in front of the quad and near the dining hall, we are readily accessible to students and enjoy steady student traffic because of this. This location also facilitates having several quad events and presentations in the conference rooms. Prior to moving to the college center building in fall 2007, the transfer center was located in temporary bungalows. By moving to the College Center building, student traffic increased dramatically.
- We value diversity and work to eliminate transfer equity gaps.
 - Our staff varies from ethnic, educational and employment backgrounds. This diversity positively contributes to the delivery of our services and the connections we are able to make with students.
 - At our monthly trainings we invite representatives from the campus community to help us understand and implement best practices in serving special populations. We have had guests from Disability Support Services, Umoja Community, the Veteran’s Resources Center, and Student Support Services to name a few. Topics included Title IX training, working with students in distress, serving students of color and serving student veterans. Further 3 of our staff members participated in the Teaching/Supporting Men of Color in the Community College course.
 - We submit our student contacts to the office of institutional effectiveness every year to understand the demographics of the students who access our services and work towards increasing the number of disproportionately impacted students.
 - Our connection to the Cadena Cultural center is another strength. Students who participate in our combined tours – tours in which students visit both a cultural site and local college/university, are enticed to attend either by their interest in the cultural site or the university. However, since many of these students may not have intended to visit one of the sites, this exposure tends to increase their knowledge of a particular culture (such as Latino and African-American cultures) or may encourage them to consider additional transfer options.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

- Staff and budget limitations continue to limit our ability to improve the number and quality of transfer services provided. Relying on temporary/categorical funding for crucial services such as counseling is a major weakness but without an increase in our general allocation we have to continue to rely on these funding sources.
- Many students have expressed interest in being able to sign up for our workshops online. At present we don’t have the ability to do this. We have concerns over protecting student data in an online environment and many workshops require pre-screening to ensure the students sign up for the events they actually need. This is an area that requires more attention.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

- Anaheim Pledge and other “promise” programs that are in development can potentially offer the transfer center an opportunity to participate in campus-level discussions about how to increase transfer success. It also allows us to engage with university administrators and enhance partnerships with them or discuss other strategies to work together to improve transfer outcomes. Finally, having a

defined “cohort” of transfer bound students could allow us to better support students in their transfer process if staff were available to do so. We are beginning to explore the possibility of having a summer program at UCI for pledge students, however staff will be needed to coordinate any additional transfer activities.

- With adequate funding, the pilot Transfer Ambassador initiative has the potential to expand and do more classroom visits/announcements and connect with student groups.
- A possible collaboration with the English faculty that teach ENGL 100 F (requirement course for ALL transfer students) where they make it a requirement in their class to visit the Transfer Center once throughout the semester. That way they are required to come to the Transfer Center and once the visit and see the services we provide, they may be more inclined to come back.
- With increasing competitiveness of transfer requirements to the CSU and UC schools, increasing the number of campus tours and transfer events to expose students to a wide array of options could benefit students transfer success.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

- A major challenge to the Transfer Center is the changing nature of university transfer policies and requirements. These changes are often made mid-cycle, and without prior notice. This poses a challenge when advising students. Further if students do not visit with us or with their counselor on a regular basis, they may be following old information and perceive that they were given wrong information.
- Impaction at the university level continues to be a challenge as the number of students who transfer depends largely on the spaces available to them at the university level. This is something over which we have no control.
- As described above, the new CSU application challenged our staff to keep up with the changes, adjust our workshops, and we had to spend more time assisting students.
- Due to the large numbers of students seeking our services and the fact that we make every effort to be accessible to students by providing “drop in” services for general questions and application assistance at any time (counseling is by appointment only), this poses a challenge for the classified staff who also have their daily duties including office coordination, planning events, working on budget and HR paperwork, and answer questions over the phone. In addition, the staff have limited time to meet as a team. This has led to challenges in communicating updates about the many events and services we have going on and this is an area to focus on for improvement by scheduling more meetings ahead of time. However, this will mean that the center may need to close more often during designated times for meetings or limit drop in assistance.
- Due to the initiatives described in section 2.7, we expect that we will experience an increase in students with the goal of transferring sooner. This means more students will be seeking our services including counseling appointments. Having more counseling hours would increase our ability to better assist students with their transfer.
- Even with additional funding, the center is limited in space to increase staffing. Thus, we must re-evaluate our space and also consider re-arranging the center or bringing in a consultant to discuss possible ways to increase the number of workspaces in the center.

- Currently, adjunct counselors are restricted in the number of hours they are allocated. This makes it difficult for them to fully participate in division meetings and activities and for them to take on any projects that can enhance our services.
- Another challenge is to not only inform students about their transfer options, but to also provide support/information about financial resources. A major barrier and a part of a student’s decision to transfer is related to their ability to pay for school. Many students limit their options because they believe, for example, that UC is just too expensive.
- While we have worked diligently to increase our reach and encourage students to take advantage of our services, it is a challenge to meet the demand we helped create. We want students to know how important it is to their transfer success to be connected with us, but at the same time, our resources are limited.
- While the center strives to provide services to assist students in all aspects of the transfer process, the danger or challenge that comes with that is that we might be doing too much “hand holding” through the process and that students become too dependent on us at a time when they should be becoming more independent and accessing resources at the university. We have found that students are missing important information from the universities because they simply don’t check email or fail to correspond in a timely manner. We want to help students as much as possible but also recognize the need for them to take responsibility for their transfer process. We struggle with this balance.
- Many students access information online. This challenges the center staff to maintain an updated website and provide online resources. While we are working on posting some of our transfer presentations on line, this is an area that needs more attention. One of the challenges is the changing nature of transfer described previously. As information changes, we would need to update and repost the information.

4.0 Service Area Outcomes (SAO)/Student Learning Outcomes (SLO) Assessment

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	(SAO) At least 80% of students who visit the transfer center will report satisfaction with the events and services provided.	At the end of each semester.	At the end of fall 2017 and spring 2018 semesters	2018-2019 academic year	3
2.	(SLO) Students who attend transfer presentations will learn the minimum requirements for transfer admission to UC and CSU.	During transfer presentations in the fall and spring	At the end of each semester	2018-2019 academic year	3
3.	(SLO) Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.	During transfer presentations in the fall and spring	At the end of each semester	2018-2019 academic year	3

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. At least 80% of students who visit the transfer center will report satisfaction with the events and services provided.	Staff disseminated an online student survey to determine satisfaction with our services as well as to receive feedback and suggestions for improvement and future programming. At least 100 students were expected to complete the survey.	<p>Spring 2018 Survey – 176 student responses</p> <p>92% of respondents indicated that staff always/most of the time were able to understand their needs.</p> <p>93% of respondents indicated they always/most of the time had the staff understand their needs.</p> <p>90% of respondents were satisfied with the availability of counselors at the Transfer Center.</p> <p>94% of respondents were satisfied with the transfer preparation workshops and events offered by the Transfer Center staff.</p> <p>92% of respondents were satisfied with the customer service provided by the Transfer Center Staff.</p> <p>90% of respondents felt comfortable asking for assistance in the Transfer Center.</p> <p>89% of respondents reported that drop-in transfer application assistance was helpful.</p> <p>Further, the number of surveys collected has increased each semester.</p>	<p>The end of semester survey is used as a benchmark for annual improvement in student satisfaction with our services. We spend considerable time on staff trainings including best practices on working with students from various backgrounds or with specific challenges in an effort to provide excellent student service to all students.</p> <p>In addition, the survey results helped us realize we needed to make some changes to our application workshops and we have transition from a lecture modality to a half lecture/half “hands-on” approach by utilizing the CLP computer lab.</p>

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Students who attend transfer presentations will learn the minimum requirements for transfer admission to UC and CSU.</p>	<p>A post-test included questions about minimum UC and CSU transfer requirements and was administered to students. At least 80% of students will answer these questions correctly.</p>	<p>In fall 2017, 81% of students responded correctly on questions pertaining to minimum transfer requirements to the CSU and UC after attending a transfer presentation.</p> <p>In Spring 2017 a total of 74 students completed the post test. Correct responses averaged 85.9%.</p>	<p>While we met our target we continuously look to make our presentations more engaging for students. The results indicate that the transfer presentations are effective in teaching students about transfer requirements. We will continue to provide this service to students and increase the number of presentations available as staffing permits.</p>
<p>2. Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.</p>	<p>A post-test will include questions about application deadlines and will be administered to students. At least 80% of students will answer these questions correctly.</p>	<p>In fall 2017 25 students took a pre- and post-test. 84% of students correctly answered questions pertaining to UC and CSU application filing periods and deadlines after the workshop.</p> <p>In the fall 2016 semester, one seminar (TB 101) was assessed. In this workshop, there was a 42% increase in transfer awareness and correct responses after the post-test averaged 83.3%.</p>	<p>While we met our target we continuously look to make our presentations more engaging for students. The results indicate that the transfer workshops are effective in teaching students about transfer deadlines. We will continue to provide this service to students and increase the number of presentations available as staffing permits.</p>

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

A significant improvement was to change the format of our application workshops. We noted that when asked how helpful our workshops were to students' transfer process, the results were mixed and could use improvement. We decided to abandon our lecture-style workshops and

collaborated with the Career and Life Planning Center to hold our workshops there. By conducting them in the CLP computer lab we are better able to demonstrate the application areas of concern and allow students to begin working on the application during the session, with staff available to assist them.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Our SLO results indicate that our presentations are effective in teaching students about transfer requirements and deadlines. We continue to offer these as staffing permits. Improvements in the quantity and quality of our services has led to a steady increase in transfer applications, acceptance and enrollments over the last few years.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

The challenges is that we need more permanent staffing to continue our best practices that we have already determined to be effective from our SAO/SLO assessment. Another challenge is the facility/space needed to conduct our workshops. While collaborating with the CLP has been helpful, we need to be mindful of how this can disrupt CLP staff and activities. Another challenge is related to assessing our SLOs. Collecting surveys and analyzing data requires having a staff member dedicated to this task.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

Goal 1 for Fullerton College is to increase student success and objective 4 specifically relates to transfer success. Our SAOs/SLOs directly relate to this goal/objective. We strive to provide a welcoming space for all students to learn about transfer requirements and to make informed decisions about their transfer exploration and application process.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

SLO 1 and 2 support institutional SLO #2: "Critical Thinking and Information Competency". By enhancing their understanding of transfer requirements and deadlines, students gain competency in transfer terminology and processes, and they learn to think critically about the steps they need to take to make progress towards their transfer goals.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

We have developed various surveys to record student recommendations, measure student satisfaction and also to measure the level of awareness and knowledge that students have gained from transfer related events and services. SARS software has also allowed us to track how our services are being utilized as well as the frequency of visits. Our increased efforts to track all student contacts has allowed us to have a more accurate picture of our student contacts, though it is still a work in progress. We also send data of all students recorded in SARS to the Office of Institutional Effectiveness for a summary of student demographics. In 2017-2018, we recorded 3,000 unique student ID numbers of students who accessed our services (unable to match 88 students). Below are some of their demographics according to data from our Office of Institutional Effectiveness:

- 55% female, 43% male
- 55% Latinx, 16 % White, 16 % Asian, 4% Filipino, 3% Black, 3% Two or more

- 58% age 20-24, average age was 23
- 67% of students were receiving financial aid
- Top 5 majors were Business, Psychology, Sociology, Engineering, and Administration of Justice

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

These results indicate that that student groups are accessing the center at rates similar to that of the overall FC population. While this may seem like a “given” we know that underrepresented students are less likely to access student services either because they don’t know about them or don’t feel comfortable asking for help. Our demographic analysis indicates that we are doing a good job of informing the student population of our services and that they feel comfortable accessing our resources. Further, students consistently self-report an increase in knowledge of transfer requirements and process as a result of utilizing our services. In our most recent survey, **84%** of students (131) “agreed” or “strongly agreed” that their knowledge of transfer requirements and process has increased as a result of visiting the transfer center.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

As described above, one improvement was the delivery of our application workshops. Our new approach has led to students getting started earlier on the application and they are able to have specific questions answered by a staff/counselor.

5.0 Evaluation of Progress Toward Previous Goals (Future program review templates for this section will identify “previous goals” as “previous strategic action plans”.)

5.1 List the goals from your last self-study/program review.

In the previous self-study, the following goals were identified for the Transfer Center (note, previously a combined CTC Program Review was submitted with 1 goal for the Cadena Cultural Center and 2 for the Transfer Center:

#1 Institutionalize the Northern California University Tour

#2 Improve and expand transfer services by hiring a classified administrative assistant.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

#1: Institutionalize the Northern California University Tour: The Northern California/Out of Area tour has been provided each year but with various sources of funding. We did not receive program review funding, but we were able to apply for and receive Student Equity Funding for this purpose. This experience continues to provide the opportunity to expose students to out of area colleges and universities that they might otherwise not have visited. Funding to make this tour possible allows students who might not be able to afford making such a trip up to the northern area of California to expand their school options.

#2 Improve and expand transfer services by hiring a classified administrative assistant: We were not allocated funds to hire an administrative assistant. We have continued to rely on student and adult hourly for front desk and clerical support. As discussed previously, there are limitations as to the types of duties that can be assigned to hourly and there is a high turnover rate.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

We were not able to meet these goals, as we were not allocated funds to carry them out. However, we did offer the out of area tour with funds from Student Equity. Students who attended the tour in 2017 took a pre and post-test. Results indicated a 24% increase in knowledge (measured by the number of questions answered correctly) of transfer requirements and process after attending.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Our goals were not met.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

While our report and requests/goals were endorsed, no Program Review funds were made available and there has been no increase in general fund allocation to the center. With no increase in general funds, we have been diligent about requesting categorical funding such as SSSP for counseling and Equity for additional services. The uncertainty of having these funds available from year to year makes it difficult to plan for and adequately staff our activities/initiatives.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name: (formerly called short-term goal)	Enhance the transfer culture at Fullerton College through increased staffing and programming.	
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Our goal is to hire a Classified Coordinator to continue and expand the Transfer Ambassador program and coordinate additional transfer activities in collaboration with the Pledge. We will also need to reconfigure the space to add an office for the coordinator and workspace for the ambassadors.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We would measure the number of student contacts made by the Transfer Ambassadors and student satisfaction with programs and events.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This cannot be accomplished without additional funding for staff and activities.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$4,750/month	
Student Services Coordinator (Range 40)		
Transfer Ambassador Prof. Experts (3 @ \$20/hr X 26 hrs/week)	\$1,560/month	
Facilities	We have not had an opportunity to explore the costs related to reconfiguring the center.	
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other-UCI 3 day summer transfer preparation experience	\$18,000	
Northern California Universities Tour	\$12,000	
Total Requested Amount	\$88,560 (plus benefits) annually	

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Improve and expand transfer services by hiring a classified administrative assistant.	
List College goal/objective the plan meets:	College Goal #:1 Fullerton College will promote student success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Hiring an administrative assistant will allow the center to have consistent and well trained staff at the front desk throughout the year. This will improve the services provided to students who visit the center and would facilitate having extended and weekend hours. The current 13-week and 26 hour restrictions related to hiring adult hourlies means that the director and coordinator are constantly hiring and training new staff and the center is left without a front desk staff member for several weeks during the year. These restrictions also limit the opportunities to have adult hourlies provide coverage during extended hours and/or weekends. A high-traffic center such as ours needs a consistent front desk staff person to answer phones, make appointments, and provide support for all of our events and services.</p> <p>The hiring process should take place in the spring or summer of 2019 so that the new staff member is in place by July 2019, in preparation for the 2019-2020 UC and CSU application filing period.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	A measurable outcome of this SAP would be to increase the number of students who we are able to serve during extended hours and weekends.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None, general funds are needed in order to hire a full time administrative assistant.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel-Admin Assistant I	\$4023 per month plus benefits	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$48,276 per year plus benefits	

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Increase counselor availability in the Transfer center	
List College goal/objective the plan meets:	College Goal #:1 Fullerton College will promote student success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Adding a second full time counselor and/or increasing the general budget so that we can plan for adjunct hours in advance would provide more consistency and reliable counseling schedules from year to year and would allow us to put transfer at the forefront of many ongoing campus conversations related to the Pledge, Guided Pathways, and AB 705. In addition, counselors in the Transfer Center can work on projects such as TAG reviews and create new transfer-specific courses.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We can measure the number of counseling appointments and counseling-related activities.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- Adjunct counseling	\$42,000/yr plus benefits	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$42,000/yr plus benefits	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

A long term plan for the transfer center is to develop a counseling course (CSU transferable) for transfer exploration and have the out of area (northern California) tour be a component of the course. Having more counselors dedicated to the center who could help develop and teach the course would allow this long term goal to be realized.

Further, as described above, transfer outcomes are becoming increasingly important and tied to funding for the college. In order to support as many students as possible in their transfer goals our center will need to continue to come up with innovative strategies to help students. This will require additional student services professionals as outlined above.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

According to the 2016-2017 Institutional Effectiveness report over 70% of all Fullerton College students indicated their goal was to transfer. In a recent study, “Through the Gate: Mapping the Transfer Landscape for California Community College Students”, researchers found that many students lingered and became “stuck” at the gate- meaning that they had not transferred despite having achieved the minimum transfer requirements (including students who completed an ADT). Given our large student body, if we are to provide the high-touch services that we know are effective to help students get “through the gate” we will need to invest in transfer center and related support program staffing. Further, the authors of Supporting Men of Color in the Community College found that “Specifically, for Mexicano men, those who used transfer services were 4 times as likely as those who did not to know if they were on track to transfer” and “Specifically among Black men, those who used transfer services were 50% more likely than those who did not to know whether they were on track to transfer.” The previous sections indicate how important it will be for the campus to continue to invest in the Transfer Center given the new initiatives and mandates related to the new funding formula, AB 705, Vision for Success, etc. The center has been innovative and responsive to student needs and is ready to help put the college in a position to continue our transfer success and work towards eliminating achievement gaps. We have made great use of the additional temporary funds we have been allocated, we have been data driven and we have adopted an equity approach to staff training and transfer services. With ongoing support we will continue to increase transfer opportunities for our students and will contribute to the college’s goal of eliminating opportunity gaps related to transfer and completion outcomes.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Transfer Center Website	Our website is updated at least weekly	Yes	Transfer.fullcoll.edu
Transfer Ctr Calendar of Events	The calendar is updated every semester	Yes	Transfer.fullcoll.edu

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Printed name of IMS _____

Title _____

Date _____

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name _____

Signature _____

Title _____

Date _____



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.