
Transfer and Career Center Program Review

Evergreen Valley
College

2007-08

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Mission Statement

The mission of Evergreen Valley College and that of the California Community College State Chancellor's office align themselves in an effort to transfer as many students to the four-year colleges and universities. A priority emphasis shall be placed on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

The mission of Evergreen Valley College Transfer/Career/Cooperative Education (Co-Op Ed) Center is to provide assistance to individual students in the area of education, vocation, and personal goals; and to provide appropriate support and instruction, which will empower the individual students to implement decisions while remaining culturally and ethnically sensitive to their specific culture. The mission of the Transfer Center Counselor/Coordinator with the assistance of all EVC Counselors and faculty includes, but is not limited to, helping students in the selection of appropriate transfer institutions, academic planning, career information and exploration, time management skills, financial aid referrals, DSP referrals, making the transition from high school to the college environment and assistance in handling personal, family, or social problems which may limit the students ability to move successfully through the community college system.

Program Description

The Evergreen Valley College Transfer/Career/Co-Op Ed Center is devoted to the democratic idea of making transfer, career, and cooperative education work experience accessible to all students. This is accomplished by providing quality information, services, guidance, and support which directly assist potential transfer students preparing for a four year institution and wishing to gain educational work experience in their majors. The center has a strong commitment to providing a dynamic learning environment and to achieving the goals of student equity by providing a center climate conducive to the elimination of barriers to student success. Recognizing the changing social and economic climate for the center continues to be an information resource center designed for students, faculty and community members. It offers a designated place where students can access valuable resources to help them facilitate a smooth and successful transfer.

While it is clear that the Transfer Center serves as the focal point of transfer activities for the Evergreen Valley College faculty and students, the work of improving and increasing transfer application rates with four-year institutions is the responsibility of the institution as a whole, including campus administration, instructional and student services faculty and staff in cooperation with the four-year systems. Responsibility for the transfer function should not be solely confined to the Transfer Center, or fall only under the review of the Transfer Center Counselor/Coordinator, but ideally a collaborative effort of the entire campus promoted by the Transfer/Career/Co-Op Ed Center.

The motto of the Transfer Center is: “Transfer is Everybody’s Responsibility.”

The road map for a successful transfer is “GE + Prep for Major = TRANSFER”

In addition, Evergreen Valley College has established a Transfer Center pursuant to Section 51027 of Title 5, Part VI of the California Code of Regulations. The mission of the Transfer Center is to facilitate transfer by providing services to students in collaboration with on-campus, high school, and university partners. Priority emphasis is placed on students historically and currently underrepresented in the transfer process.

Transfer Services:

The successful transfer of EVC students to a wide variety of in-state and out-of-state colleges and universities is a high priority for the college. The Transfer Center is committed to providing services which directly assist potential transfer students in preparing for upper division work at a four-year college or university. This important resource center is staffed by a Transfer Counselor/Coordinator and a Transfer program specialist that are committed to working with students on long range goals as they prepare to transition from Evergreen Valley College to a four year institution or directly into a career field. The EVC Transfer Center also works closely with many four-year institutions to facilitate the transfer process.

Services Available in the Transfer/Career/Co-Op Ed Center includes:

- Academic preparation of an educational plan that leads to successful transfer.
- Advising sessions with UC, CSU, and Private University Representatives.
- Transfer workshops – Transfer Admission Agreement/Guarantees (TAA/TAG), Online Applications, UC & CSU Information, Personal Statement, SJSU Writing Skills Test (WST), and others.
- Transfer Day - Fall Semester (September) – 40+ colleges and universities participate each year.
- Assistance with Transfer admissions procedures and academic planning.
- Transfer Applications for admission assistance.
- Preparation of Transfer Admission Agreements/Guarantees (TAA/TAG). To various UC, CSU, and Private 4-year colleges and universities.
- Campus tours and Field trips to Universities.
- Seminars – Presentations from alumni students, specialized topics relating to transferring, UC, CSU, and Private University highlights and others.
- Transfer Students Recognition Reception.
- Transfer Center Open House – First Month of Fall (September) and Spring (February).
- Assistance and support for students participating in the work experience program.
- Internships and Employment Opportunities (Placement is not guaranteed).

- Online career assessment through Eureka.
- Eureka Searches (computerized career information).
- Career Guidance workshops on Resume Writing, Interviewing Skills, How to Get a Job, Changing Careers.
- Career advisement and referrals to alumni or friends of Evergreen Valley College who are established in their careers.
- Career Fair.
- Employability Workshops and Seminars.

Resources Available in the Center:

- College/University catalogs.
- EVC Course schedules.
- Course Catalogs.
- Transfer Articulation Agreements/Guarantees forms.
- Scholarship information.
- Career and Transfer Reference books.
- Computer software programs.
- Computers and a printer.
- ASSIST.org (computerized student-transfer information system).
- Transfer informational brochures.

The Bridge to Transfer Program

In partnership with Cal SOAP and UC college representatives, we all work in collaboration with high school students who are interested in transferring to a university but may not be ready for admission to a four year institution. Each year, the program in the Fall semesters accepts 50 + students. The student's educational progress is monitored by the Transfer Counselor/Coordinator in the Transfer Center to ensure that they have an Education Plan and understand the transfer requirements. The following areas are also reviewed: on track to complete appropriate course work, preparing a Transfer Admissions Agreement/Guarantees (TAA/TAG) one year in advance of transferring and seek out scholarships, financial aid, and other support services available for transfer students.

Cooperative Education Work Experience and Career Services:

The Cooperative Education Work Experience program is a cooperative effort by the college and the community to provide opportunities for students to discover their interests and aptitudes. The program serves to develop attitudes, work habits, and understanding of the world of work. The curriculum taught will assist the student in becoming a successful employee. Study and work are integrated, making both more relevant and rewarding.

The Cooperative Education Work Experience Program (Co-Op Ed) is designed to help students expand their career options and develop new job skills. General Work Experience allows students to work and earn college credit. Students can earn 3 units of credit for a maximum of six units of credit. Occupational Work Experience allows students to earn college credit in their field of study by providing evidence that they are enrolled in a vocational program. Students can earn up to 8 units per semester to a maximum total of 16 units. In order to participate in the program students must have an internship or employment opportunity approved by the program coordinator.

List of Staff and Titles

Pamela Turner, Transfer Center Counselor/Coordinator

Janina Espinoza, Cooperative Education Works Experience Coordinator

Lynn Gulkin, Program Specialist

The Transfer Center includes 1) a full-time certificated Faculty Transfer Counselor/Coordinator providing transfer counseling and coordinating leadership, along with supervising the daily functions and activities in the Center; 2) a full-time certificated Faculty Cooperative Education Work Experience Coordinator; 3) a full-time classified support position providing clerical support is currently shared between the transfer center coordinator/counselor and the cooperative education/work experience coordinator.

External Contributing Factors

Title 5 Guidelines

The most important external contributing factors to the transfer process are Title 5 guidelines establishing state minimum standards for transfer. Section 51027 of Title D, Part VI of the California Code of Regulations states:

- (a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.
- (b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Comment [LSK1]: Summarize the important aspects that you feel affect your program, reference the appendix, then show the impact on the program.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

- (A) Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.
- (B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available.
- (C) Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.
- (D) Monitor the progress of, transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.
- (E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.
- (F) Assist students in the transition process, including the timely completion and submittal of necessary forms and application.
- (G) In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.
- (H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) Facilities. Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

(3) Staffing. Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.

(4) Advisory Committee. An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center.' Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college 1s transfer efforts, and the achievement of its Transfer Center Plan. Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

Note: The California Community College System Office is considering changes to Title 5, Section 51027 of the California Code of Regulations. See page 7 (Proposition 209) for recommendations.

In Summary, Evergreen Valley College has established a Transfer Center pursuant to Title 5 in some areas but these are some of the aspects that affect our program, facility accessibility, budget, staffing, and the governing board recognizing transfer as one of its primary missions stands in the way of implementing the State's minimum standards for transfer.

Facility Accessibility

The Transfer Center is not readily identifiable and accessible to student, faculty and staff. The transfer center is currently located in a remote corner of the Mauro Chavez Student Services Building. Along with being hard to find, there is not appropriate signage and students, faculty, and staff have a difficult time finding the center. The original plan for the transfer center move to the Mauro Chavez Student Services Building, SC214, designated this particular location on campus because it was readily identifiable and accessible to students, faculty, and staff as the focal point of transfer functions but the plan was modified.

The center lost the space which was originally allocated to be the main entrance, therefore causing the visibility and accessibly difficult for students and the campus community.

Budget/Staffing

A budget of \$5,907.00 which includes the Supplies- \$3,160.00, Rentals/Leases \$2,268.00, and Conferences \$479.00 are in cost center 6320 which is designated as the Transfer Center. Additional funds allocated in the budget, from the cost center 6330 indicates clearly a designation of Transfer and articulation funds in the amount of \$27,212. Based on title V these funds should be used for activities related to Transfer and articulation. However, college administration has indicated and redirected the funds to outreach. This change in allocation in itself indicates that the governing board not recognizing transfer as one of its primary missions and in turn stands in the way of implementing the State's minimum program standards for the Transfer Center. The budget makes it difficult for the Transfer

Highlights of Survey Findings:

- Of the sampled staff we find that over forty six percent are familiar with the location of the Transfer/Career/Co-Op.Ed.Center.
- Of the staff surveyed, over forty one percent report that they are familiar with the services in the center.
- Results of the survey indicate that more than thirty nine percent have referred students to the Transfer center.
- Results from the survey indicated that more than forty two percent of the Faculty are willing to make announcements in class.

Impact: Increasing the awareness of the Transfer Center Services will provide students with the necessary information for them to plan their Transfer without missing any deadlines and staying on track with their Educational Plan. Along with career and employment preparation for being competitive in the workforce through the Cooperative Education program.

Transfer Center Advisory Board

The Advisory board has been dormant since 2003 due to a transition in leadership. The Transfer Center Counselor/Coordinator retired in 2003 and another was hired in fall 2006. The advisory board was reinstated in May of spring 2008 semester. An advisory board shall be designed to help plan the development, implementation, and ongoing operations of the transfer center along with promoting the Transfer Center motto: "Transfer is Everyone's Responsibility" among the entire campus community. Membership is composed of representatives from campus departments and services, and high schools. The Four-year college and university personnel shall be included as available.

Impact: The Advisory committee will assist with promoting and disseminating information to all students as well as assisting with the development and implementation of the Transfer Center services.

Internal Factors**Budget**

The Transfer Center budget as stated in the external factors section indicates that the governing board does not recognize transfer as one of its primary missions and that in turn stands in the way of implementing the State's minimum program standards for the Transfer Center activities.

The budget makes it difficult for the Transfer Center Counselor/Coordinator to hire staff to assist in the expansion of the transfer services and the transfer counseling services. **See the Staffing section below for the California Community College Transfer Center Directors Association report entitled "California Community College Transfer: Recommended Guidelines," published in Spring of 2006 which states the recommended Transfer Center Staffing.**

Comment [LSK4]: Is there a reason for the dormancy?

Comment [LSK5]: Let's place headers for this, list the problems, successes and impact on the program

The current non budget and staffing difficulties:

1. It is difficult for the Transfer Center Counselor/Coordinator to accomplish the 50% coordinating part of the assignment, which is to expand the transfer services, programs, activities that support student transfer success, strengthen the visibility and promote the use of the Transfer Center for students, faculty and staff, along with the on-going information and training to staff, Counselors, Transfer Center staff, as well as, visiting instructional departments, obtaining new Transfer Agreements, participating in community events showcasing the transfer center, launch promotional campaigns, increasing community knowledge about community college regarding new transfer options, changing requirements, university selection criteria, ASSIST, and university application procedures to ensure that accurate and up-to-date information is being conveyed to students along with attending regional Transfer Center Directors meetings coordinated by the CCC System Office, and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attend transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities as well as other duties as assigned.
2. Transfer Counseling: Which is the other 50% assignment for the Faculty Counselor/Transfer Coordinator which is to provide counseling to traditional transfer students along with handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty to handle the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities. Also providing research regarding transfer requirements to independent or out-of-state universities, or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect along with other needed duties. Checking Transfer Admission Agreements for completion and accuracy prior to sending them to the universities for approval.

Administration has additionally assigned the Transfer Counselor/Coordinator the task of tracking the Bridge to transfer students which are first semester high school students, throughout their Freshman and Sophomore year starting with 50 students as of Fall 2007 which will increase every Fall semester by 50 plus students which creates limited services to the entire campus community.

Staffing

The California Community College Transfer Center Directors Association report entitled "California Community College Transfer: Recommended Guidelines," published in Spring of 2006 states the recommended Transfer Center Staffing:

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.

This recommended staffing structure is based on fifteen years of experience of the California Community College Transfer Center Directors Association.

The following lists of responsibilities is from the California Community College Transfer Center Directors Association report and it list the responsibilities of the Transfer Center Director, Transfer Center Counselor, Transfer Center Support Staff, Campus-wide, Instructional Faculty, and the Baccalaureate-level colleges and universities:

RESPONSIBILITIES OF THE TRANSFER CENTER DIRECTOR

The primary responsibility of the Transfer Center Director is to coordinate the college's transfer function. The Director should be responsible for many of the following activities and should have a keen sense of all of the activities and programs in support of transfer that takes place throughout the campus. "The faculty that serve in the capacity of Transfer Center Director are in the position to provide essential leadership for their college in ensuring that transfer as a mission is an institutional commitment."⁴ Some of the following activities, however, may be carried out by other members of the campus staff.

1. Serving as the primary contact person for inquiries from community college administration, faculty, staff, students and the community concerning the college's transfer programs and services.
2. Serving as a liaison between the community college and baccalaureate-level universities in regards to their admission policies and transfer requirements.
3. Working with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college. Is the transfer mission clearly articulated in the college's mission statement and goals? Is transfer information clearly conveyed on the college web site, in the college catalog, class schedule, newsletters, and brochures? Does the campus provide for adequate transfer facilities and adequately trained staff to ensure a strong and viable transfer program? Are the fiscal needs of the transfer function considered in the budget planning process? Does the college offer a curriculum that supports transfer, and are the lower division requirements of nearby institutions considered in curriculum development?
4. Working with college administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships.
5. Informing the college's academic senate of critical transfer initiatives and policy changes, and encouraging the participation of instructional faculty in the development, implementation and evaluation of transfer efforts.

6. Chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include a governing board member, an academic senate representative, instructional and counseling faculty, students, administration, student services, and representatives from local universities.
7. Working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.
8. Directing the Transfer Center and its budget, and directing the activities of the Transfer Center staff.
9. Providing on-going information and training to Counselors and Transfer Center staff regarding new transfer options, changing requirements, university selection criteria, ASSIST, and university application procedures to ensure that accurate and up-to-date information is being conveyed to students.
10. In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities; research regarding transfer requirements to independent or out-of-state universities, or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.
11. Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC System Office) and re-direct these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
12. Identifying and purchasing resource books and materials necessary to assist students with their research in transitioning from a community college to a university such as college and university catalogs, university reference guides, scholarship reference guides, and other resource books and published materials that will assist students with the college admissions process.
13. Directing the college's Transfer Admission Agreement (TAA or TAG), Dual Admissions and LDTP programs with universities.
14. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students including EOPS, DSPS and Puente students. Note: Because Puente Programs focus on Latino culture and literature they tend to include large numbers of low-income and first generation college students.

15. Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of all students including low-income, disabled and first generation college students. Assist in campus-wide efforts to develop strategies to improve the transfer rate for these students.
16. In conjunction with regional universities, developing and implementing methods to evaluate the effectiveness of local transfer activities.
17. Encouraging staff from university Admissions Offices to participate in Transfer Center activities: to meet regularly with potential transfer students to discuss academic options, evaluate transcripts, and assist in planning transfer coursework; to provide transfer and application workshops for students; to attend Transfer Center Advisory Committee meetings; and to attend annual College Day/Transfer Night programs. University staff have asked that a single location be identified at each community college as their point of contact for all transfer activities.
18. Directing the Transfer Center's university tour program.
19. Contacting other California Community College campuses that have strong Transfer Center programs to obtain information and assistance in the development of transfer activities.
20. Attending regional Transfer Center Directors meetings coordinated by the CCC System Office, and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attend transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
21. Writing and submitting the annual Transfer Center Report to the CCC System Office
22. Reporting to the College Governing Board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.
23. Serving as a member of the CCC Transfer Center Director's Association.

MAJOR RESPONSIBILITIES OF TRANSFER CENTER COUNSELORS

Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the Center including:

1. In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out of state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities; research regarding transfer requirements to independent or out-of-state universities, or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.

2. Checking Transfer Admission Agreements for completion and accuracy prior to sending them to the universities for approval.
3. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled, and first generation college students.
4. Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first generation college students. Assist in campus-wide efforts to develop strategies to improve the transfer rate for these students.
5. Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of College Day/Transfer Night.

MAJOR RESPONSIBILITIES OF THE TRANSFER CENTER'S SUPPORT STAFF

1. Working at the front line of the Transfer Center to greet students, answer their transfer questions, and refer them to Transfer Center Counselors or to the Counseling Department as appropriate.
2. Publishing a calendar (both on-line and in print) of Transfer Center activities to inform students and the campus community of ongoing transfer activities taking place on campus.
3. Assisting students with transfer research using both on-line and in-print resources.
4. May assist students with their on-line university applications.
5. Monitoring and tracking all incoming and outgoing transfer admission agreements which includes maintaining a database of mailed/ approved/ denied TAAs, and notifying students and counseling faculty of TAA status.
6. Developing posters and publicity for all Transfer Center activities.
7. Scheduling appointments for visiting university representatives and Transfer Center counselors.
8. Ordering and maintaining all transfer resource books and materials
9. Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.

10. Supervising student employees.

CAMPUS-WIDE RESPONSIBILITIES FOR THE TRANSFER OF LOW-INCOME, DISABLED AND FIRST GENERATION COLLEGE STUDENTS

It is essential that Transfer Center Directors and Counselors work with all existing programs on campus that serve to facilitate and promote the retention and transfer of low-income, disabled and first generation college students. This will ensure the efficient use of resources, and avoid duplication of efforts.

Activities that support low-income, disabled and first generation college students might include some of the following:

1. Providing classroom presentations and transfer workshops for programs that support low-income, disabled and first-generation college students, particularly programs such as EOPS, Puente and DSPS.
2. Making sure that low-income, disabled and first generation college students receive transfer newsletters, transfer-related mailings and financial aid information.
3. Encouraging instructional components to establish tutoring and study groups in transfer-level and transfer-preparatory courses – particularly for English and mathematics courses.
4. Providing role models using community members, university admissions representatives, and faculty to meet with students and encourage them to meet their transfer goals, and to show them the various methods for funding their college education.
5. Bringing motivational speakers to campus that can address the issues of low-income, disabled and first generation college students, and encourage them to stay on track with their transfer goal.
6. Encouraging the development of a diverse curriculum that will support a diverse campus.
7. Working with students to identify and overcome the barriers to retention and transfer.
8. Designing programs that familiarize students with the university environment.

TRANSFER: RESPONSIBILITIES OF THE INSTRUCTIONAL FACULTY

The statewide Academic Senate for the California Community Colleges has recognized transfer preparation as a responsibility of local Academic Senates. In recognition of the importance of a coordinated transfer effort, the report states that, "Central to improving the transfer of students is the need for collaborative efforts among

Transfer Center faculty and campus-wide programs and services at community college and baccalaureate institutions.”⁵

Instructional faculty can be involved in local transfer efforts by participating in the following activities:

1. Inviting Transfer Center Directors to the classroom so they can better inform instructors and students of new and changing transfer requirements.
2. Encouraging transfer as an institutional responsibility, and advocating for a strong transfer curriculum, Transfer Center and Articulation Office.
3. Researching articulation agreements and the lower division curriculum of nearby university partners prior to making decisions regarding course additions and deletions from the curriculum, and encouraging the establishment and maintenance of local agreements.
4. Engaging in discipline-specific dialogues with university partners to ensure appropriate curriculum content and sequencing of courses relative to the transfer process.
5. Engaging in the design, implementation and evaluation of Transfer Center programs/activities.
6. Helping identify and refer potential transfer students to the Transfer Center or Counseling Department, and making sure to include low-income, disabled and first generation college students.
7. Reinforcing the importance of transfer through the development of classroom assignments and projects.
8. Describing for students their academic disciplines and suggesting institutions that offer strong programs in these areas of study.

TRANSFER: RESPONSIBILITIES OF BACCALAUREATE-LEVEL COLLEGES AND UNIVERSITIES

The support and participation of Admissions staff from baccalaureate-level colleges and universities in community college transfer programs are critical to the success of these programs. University Admissions staff need to work closely with Transfer Center Directors and Articulation Officers to develop and maintain a successful transfer effort.

Transfer Center staff should work with and encourage university staff in the following ways:

1. Including California Community College Transfer Center Directors and Articulation Officers in the development of all transfer programs and initiatives.
2. Establishing regular visits to regional Transfer Centers to meet with students to discuss academic options, evaluate transcripts and monitor student progress toward fulfilling transfer requirements.

3. Working with Transfer Center Directors to coordinate additional outreach needs: university tours, motivational or informational workshops, and organizing inter- institutional meetings to develop, coordinate and evaluate regional transfer programs.
4. Ensuring that course and program articulation information is complete, accurate, timely, and covers university, departmental and major requirements.
5. Providing essential transfer information to Transfer Center Directors including quarterly transfer numbers (the number of students who applied, were admitted, and who enrolled) to each of the community colleges, new or changing admission requirements or selection criteria, and departmental (major and program) updates.
6. Engaging in transition activities including academic advising, workshops on admissions procedures and applicant follow-up.
7. Coordinating transfer admission agreement programs and other transfer programs in collaboration with CCC Transfer Center Directors.
8. Maintaining a high level of commitment by attending the scheduled Transfer Day/College Night Programs sponsored by the Intersegmental Coordinating Council (ICC), and regional college fairs.
9. Participating in the Transfer Center Advisory Committees of regional community colleges.

These guidelines are intended to equip the Transfer Center personal in fulfilling their responsibilities and reminding administrators, faculty, and staff of the critical role each of us play in helping all students seeking transfer as a viable option to achieve a successful and smooth transition to the 4-year institution.

Comment [LSK6]: e-copy?

Impact: The limited number of transfer counselors/staff hinders more outreach. The sooner the Transfer/Career/Co-Op Ed Center can contact a student, the smoother their overall transition to the four-year institution will be.

Comment [LSK7]: Summarize the important aspects that you feel affect your program, reference the appendix, then show the impact on the program.

Facilities

The transfer center is currently located in a remote corner of the Mauro Chavez Student Services Building. Along with being hard to find, there is not appropriate signage and students, faculty, and staff have a difficult time finding the center. The original plan for the transfer center move to the Mauro Chavez Student Services Building, SC214, designated this particular location on campus because it was readily identifiable and accessible to students, faculty, and staff as the focal point of transfer functions but the plan was modified.

Impact: The center lost the space which was originally allocated to be the main entrance, therefore making the visibility and accessibility difficult for students and the campus community.

Available Data and Establishment of Baselines

Spring 2008 Staff/Faculty External Survey Results

Counseling Faculty/Staff Internal Survey	47 surveys
	Percentage
I know where the Transfer/Career /Co-Op Ed Center is located	22 46%
I am familiar with the services offered by the Transfer/Career /Co-Op Ed Center	19 41%
I have referred students to the Transfer/Career /Co-Op Ed Center	18 39%
Would you be willing to make announcements in class, if asked?	20 42%

Questions:	Results
Program provides students with information and resources needed transfer to a 4-year institution	7 – Agree / 7 – Strongly Agree 1 – Strong Disagree / 4 – No Opinion
Program provides information via workshops Opinion	4 – Agree / 4 – Strongly Agree 1 – Disagree / 1 – Strongly Disagree 9 – No
I have referred student to explore Eureka No Opinion	5 – Agree / 2 – Strongly Agree 4 – Disagree / 2 – Strongly Disagree 6 –
I have referred student to explore CSU mentor No Opinion	4 – Agree / 1 – Strongly Agree 5 – Disagree / 3 – Strongly Disagree 6 –
Should the Transfer Center send email update on upcoming events? Opinion	3 – Agree / 9 – Strongly Agree 2 – Disagree / 1 – Strongly Disagree 4 –No
Do you share the Transfer Center calendar with your students? Opinion	1 – Agree / 2 – Strongly Agree 4 – Disagree / 2 – Strongly Disagree 10 –No
If you received UC/CSU Workshop schedule. Would you distribute to your classes	6 – Agree / 6 – Strongly Agree 2 – Strongly Disagree / 5 –No Opinion

Would you be open to having an informational presentation on transfer requirements? Opinion	4 – Agree / 6 – Strongly Agree 1 – Disagree / 3 – Strongly Disagree 5 – No Opinion
Transfer Day is held in September, would you be willing to give your students extra credit if they attended?	3 – Agree / 4 – Strongly Agree 1 – Disagree / 4 – Strongly Disagree 7 – No Opinion
<u>Career /Co-Op Ed Services</u>	
Program informs students on current trends as it relates to educational training and career	9 – Agree / 3 – Strongly Agree employment 1 – Strong Disagree / 5 – No Opinion
Program provides classroom presentations and assistance to create a resume for students career goals	6 – Agree / 3 – Strongly Agree 1 – Strong Disagree / 8 – No Opinion
Program provides experience for students to become more marketable in the employment arena	7 – Agree / 2 – Strongly Agree 1 – Strong Disagree / 8 – No Opinion
Program assists students on how to recognize and apply coursework knowledge in an actual work environment	7 – Agree / 1 – Strongly Agree 1 – Strong Disagree / 9 – No Opinion

Written Comments from Survey:

What additional resources and technology would you like to see in the Transfer/Career /Co-Op Ed Center?

1. Please send out a calendar to all faculty and staff about activities
2. More visibility – student do not know it exist or provides services
3. Provide schedule for students drop in to answer question or create a resume help
4. I would like all technology resources to work, including email
5. Thank you doing a great job
6. Have counselors work more closely with Transfer/Career/Co-Op Ed.

Additional comments:

1. I have learned more about your program by reading this survey
2. Set up more workshops for new students
3. Perhaps counselor and or representatives can come to EVC campus division meetings more often so they can explain to faculty and staff who are not familiar with their services; also, this would help to improve line of communication between your program and the rest of the campus.

4. This is such an invaluable program, but there is no way for students to learn of it. In a survey of my English 1B students only 2 or 3 in a class of 35 know about the Transfer Center. Please find a way to integrate this offering more completely into the EVC educational experience.

Spring 2008 Student Internal Survey Results

Student Internal (Transfer and Counseling Center) Survey	21 surveys	
	Percentage	
I know where the Transfer /Career /Co-Op Ed Center is located	13	61%
I am aware of the Transfer /Career /Co-Op Ed Center services offered	11	53%
I have used the services of the Transfer /Career /Co-Op Ed Center	10	48%

Question:	Results:		
I understand the transfer process to a CSU.	8 1 – Disagree	–	Agree
I understand the transfer process to a UC	6 1 – Disagree	– / 1 – No opinion	Agree
I understand the importance of an educational plan	4 4 – Strongly agree	–	Agree
I understand the CSU general education pattern	5 3 – Strongly Agree	–	Agree
I understand the IGETC general education pattern	5 – Agree 1 – Disagree	/ 1 – Strongly Agree / 1 – No opinion	Agree
I understand how to use ASSIST	2 – Agree 2 – Disagree	/ 1 – Strongly Agree / 3 – No opinion	
I understand how to use EUREKA	1 – Agree 4 – Disagree 1 – Strong Disagree	/ 1 – Strongly Agree / 1 – No opinion	
Agree I am familiar with CSU mentor 2 – Disagree	5 – Agree / 1 – No opinion		
I understand that counselors can begin writing transfer agreements in June	4 - Agree 1 – No Opinion	/ 3 – Strongly Agree	Agree
I understand what a Transfer Admission Agreement (TAA) is	4 – Agree 1 – Disagree	/ 3 – Strongly Agree	Agree
I understand that UC and CSU requires 60 units before transferring	4 – Agree	/ 4 – Strongly Agree	Agree

I understand the application/Admission process for UC/CSU must be completed one year in	4 – Agree / 3 – Strongly Agree 1 – disagree / 1 – No Opinion advance
Career /Co-Op Ed Services	
I know the current employment trends as it relates to educational training and career	3 back pages were blank 1 – Agree / 1 – Strongly Agree 2 – Disagree / 1 – No opinion
I understand the skills needed to be successful in my career choices	2 – Agree / 1 – Strongly Agree 2 – No opinion
I can create a resume for my career goal	2 – Agree / 1 – Strongly Agree 1 – Disagree / 1 – No opinion
I can apply course work knowledge in an actual work environment	3 – Agree / 2 – Strongly Agree
I can compare and understand the relationship between classroom theory and practical employment experience	2 – Agree / 1 – Strongly Agree 1 – Disagree / 1 – No opinion
I can explain how an organization or department functions in relation to my position in the organization	2 – Agree / 2 – Strongly Agree 1 – No opinion

Written Comments from Surveys:

Do you feel there is enough computer access in the Transfer /Career /Co-Op Ed Center?

1. Yes, I have never used the computer access through the transfer center
2. Yes

What addition resource and technology would you like to see in the Transfer /Career /Co-Op Ed Center?

1. Free use of printers for school work
2. I would not know what else is needed

Spring 2008 Staff/Faculty Internal Survey Results

Counseling Faculty/Staff Internal Survey	7 surveys	Percentage
I know where the Transfer/Career /Co-Op Ed Center is located	7	100%
I am familiar with the services offered by the Transfer/Career /Co-Op Ed Center	7	100%
I have referred students to the Transfer/Career /Co-Op Ed Center	7	100%
Would you be willing to make announcements in class, if asked?	7	100%

Questions:	Results
Program provides students with information and resources needed transfer to a 4-year institution	2 – Agree / 4 – Strongly Agree 1 – Strong Disagree
Program provides information via workshops	2 – Agree / 4 – Strongly Agree 1 – Strongly Disagree
I have referred student to explore Eureka	1 – Agree / 4 – Strongly Agree 1 – Disagree/ 1 – Strongly Disagree
I have referred student to explore CSU mentor	2 – Agree / 3 – Strongly Agree 1 – Disagree/ 1 – Strongly Disagree
Should the Transfer Center send email update on upcoming events?	2 – Agree / 4 – Strongly Agree 1 – Strongly Disagree
Do you share the Transfer Center calendar with your students?	2 – Agree / 3 – Strongly Agree 1 – Disagree/ 1 – Strongly Disagree
If you received UC/CSU Workshop schedule. Would you distribute to your classes	2 – Agree / 3 – Strongly Agree 1 – No Opinion / 1 – Strongly Disagree
Would you be open to having an informational presentation on transfer requirements?	1 – Agree / 4 – Strongly Agree 1 – No Opinion / 1 – Strongly Disagree
Transfer Day is held in September, would you be willing your students extra credit if they attended?	3 – Strongly Agree to give 3 – No Opinion / 1 – Strongly Disagree

Career /Co-Op Ed Services

Program informs students on current employment trends as it relates to educational training and career	4 – No Opinion / 2 – Strongly Disagree	– /	1 – Strongly Disagree	Strongly Agree
Program provides classroom presentations and assistance to create a resume for students career goals	2 – Agree / 3 – No Opinion	/	2 – Strongly Agree	Agree
Program provides experience for students to become more marketable in the employment arena	2 – Agree / 3 – No Opinion	/	2 – Strongly Agree	Agree
Program assists students on how to recognize and apply coursework knowledge in an actual work environment	1 – Agree / 1 – Disagree / 3 – No Opinion	/	2 – Strongly Agree	Agree

Written Comments from Survey:

What additional resources and technology would you like to see in the Transfer/Career /Co-Op Ed Center?

1. Don't know

Additional comments:

1. Most students don't know where the transfer center is. I suggest better signage
2. I'm not teaching right now
3. Appreciate these vital services
4. Excellent service offered to our students

Spring 2008 Student External Survey Results

Student External Survey

99 surveys

	<i>Percentage</i>	
I know where the Transfer /Career /Co-Op Ed Center is located	60	60%
I am aware of the Transfer /Career /Co-Op Ed Center services offered	61	61%
I have used the services of the Transfer /Career /Co-Op Ed Center	42	42%
<i>Question:</i>	<i>Results:</i>	
I understand the transfer process to a CSU.	21 – Agree / 11 – Strongly Agree 3 – Disagree / 3 – No opinion 2 – Strong Disagree	
I understand the transfer process to a UC	17 – Agree / 7 – Strongly Agree 5 – Disagree / 9 – No opinion 2 – Strong Disagree	
I understand the importance of an educational plan	13 – Agree / 24 – Strongly Agree 2 – Strong Disagree 1 – No opinion	
I understand the CSU general education pattern	14 – Agree / 17 – Strongly Agree 1 – Disagree / 5 – No opinion 3 – Strong Disagree	
I understand the IGETC general education pattern	14 – Agree / 12 – Strongly Agree 3 – Disagree / 10 – No opinion 1 – Strong Disagree	
I understand how to use ASSIST	6 – Agree / 9 – Strongly Agree 6 – Disagree / 13 – No opinion 1 – Strong Disagree	
I understand how to use EUREKA	4 – Agree / 6 – Strongly Agree 7 – Disagree / 18 – No opinion 3 – Strong Disagree	
I am familiar with CSU mentor	18 – Agree / 11 – Strongly Agree 6 – Disagree / 4 – No opinion 2 – Strong Disagree	
I understand that counselors can begin writing transfer agreements in June	20 – Agree / 7 – Strongly Agree 2 – Disagree / 10 – No opinion 1 – Strong Disagree	

I understand what a Transfer Admission Agreement (TAA) is	12 – Agree / 13 – Strongly Agree 4 – Disagree / 8 – No opinion 3 – Strong Disagree
I understand that UC and CSU requires 60 units before transferring	15 – Agree / 19 – Strongly Agree 2 – Strong Disagree / 4 – No opinion
I understand the application/Admission process for UC/CSU must be completed one year in advance	15 – Agree / 15 – Strongly Agree 3 – Disagree / 5 – No Opinion 2 – Strong Disagree
<u>Career /Co-Op Ed Services</u>	4 back pages were blank
I know the current employment trends as it relates to educational training and career Strong Disagree	14 – Agree / 4 – Strongly Agree 4 – Disagree / 13 – No opinion 1 –
I understand the skills needed to be successful in my career choices	19 – Agree / 11 – Strongly Agree 1 – Strong Disagree / 5 – No opinion
I can create a resume for my career goal	16 – Agree / 11 – Strongly Agree 1 – Strong Disagree / 8 – No opinion
I can apply course work knowledge in an actual work environment	17 – Agree / 11 – Strongly Agree 2 – Strong Disagree / 6 – No opinion
I can compare and understand the relationship between classroom theory and practical employment experience	15 – Agree / 12 – Strongly Agree 8 – No opinion / 1 – Strong Disagree
I can explain how an organization or department functions in relation to my position in the organization	16 – Agree / 11 – Strongly Agree 8 – No opinion 1 – Strong Disagree

Written Comments from Surveys:

Do you feel there is enough computer access in the Transfer /Career /Co-Op Ed Center?

1. Yes, there are enough computers in the Transfer/Career Center
2. Yes, more is always better
3. Yes, but the more the better it's very convenient
4. There is not enough to support us to transfer
5. Yes, there is always a computer available whenever I am there
6. I think there is enough
7. Yes, there is sufficient computer access
8. Yes, there is enough computer in the transfer center
9. I have never actually used one of there computer but have used there services

10. Sure but personally I don't use it

What addition resource and technology would you like to see in the Transfer /Career /Co-Op Ed Center?

1. Maybe more counselors fro CSU/UC system to come in to talk to us
2. More volunteer work for the field of degree
3. Maybe more computers
4. No need to worry
5. It's fine the way it is
6. Please be kind to those who don't speak English very well
7. Follow-ups with the students
8. Please keep being helpful to students
9. I need one to one help like when I was filling out the application. I need someone help me to fill out but no one person help five students.
10. No idea, I never used it

Program Strengths

The Transfer/Career/Co-Op Ed Center consist of a Transfer Counselor/Coordinator, Cooperative Education Works Experience Coordinator and a staff program specialist that brings a high level of expertise to the effort of student success and transfer. We serve as the focal point of transfer activities and services for the Student, faculty, universities, and on and off campus community.

We are a service-oriented team, which means we are very adaptable, flexible, creative, and multitalented to meet the ever-changing needs of our transfer students and institutions along with providing a comfortable and friendly environment for all students placing a specific emphasis on historically and currently unrepresentative in the transfer process. The creativity encompasses the ability to multitask to organize and coordinate successful events such as recruiting transfer students to attend college tours, career fair activities, transfer day, transfer student recognition activity along with continuing to develop transfer agreements with other Universities. These are just a few of the strengths which highlights our program.

The Transfer center faculty and staff have developed open lines of communication and positive working relationships with not only the EVC community, but with the University of California (UC), California State University (CSU) and the Private universities and colleges. The center provides many services and resources for our transfer students and we are always in the processes of looking at ways to improve our services to meet the diverse needs of our transfer students. (See Program Description section for a list of services and resources)

A Transfer Center Yearly Planning Timeline was implemented in Spring 07 which has assisted us in the tracking, adding, and monitoring the various projects and tasks in timely fashion to provide all of our services to students, faculty and staff. The development of a calendar of events is distributed each month to the EVC district to insure information is disseminated.

Comment [LSK8]: This would read easier if you group like things together and change to narrative paragraph form.

The Transfer/Career/Co-Op Ed. Center has an electronic research area that includes four computer work station providing “open access” to students and community partners for electronic job search, college search, and career information, as well as well as scholarship websites. Our program specialist provides one-on-one research assistance on an appointment or drop-in basis.

Program Weaknesses

The following are some of the weakness that affected the program:

Facilities

The first weakness I would like to note is the Transfer Centers loss of original allocated office space. The space was intended to be the main entrance, therefore making the visibility and accessibly difficult for students and the campus community. This area was designated for workshops utilization and providing a private office for visiting college representatives, interns, etc.

Budget/Staffing.

The lack of staffing which requires a budget has impact the number of activities and services that can be offered. The workshop, Campus tour/field trip and other activities and services require a faculty member to participate. The last two semesters the general counseling department has been impacted with students needing education plans, therefore making very few or no appointment available for Transfer Admission Agreement during critical deadline periods. This one scenario causes a decrease in the number of Transfer Agreements that can be written. In previous semesters the Transfer Center counselor/coordinator coordinated a series of workshops instead of one-on-one with the students in order to assist the general counselors inability to see students that required assistance in timely manner for transfer activities.

Currently, the center is staffed by one ten-month full time Transfer Center counselor/coordinator with 50% time dedicated to counseling and 50% to coordinator duties. The full time faculty contract at EVC is 1050 hours per year or 32.8 hours per week. This translates into 16.4 hours per week of counseling and 16.4 hours for coordination. The reality of the responsibilities of the Transfer Counselor/Coordinator position requires an 11 month contract in order to effectively maintain a high quality program.

The lack in funding for the current budget currently does not assist with allowing for additional staffing along with preventing multiple offerings such as activities, workshops and events.

Comment [LSK9]: Look back to negative impacts, CTAs and SLOs to help articulate the problems with the program etc.

Program Goals and Areas for Improvement

Based on our survey the goals and areas of improvement are as follows:

1. Faculty and staff will know:
 - a) Where Transfer Center is located by 10% increase in this area.
 - b) Will be familiar with the services in the center by 10% in this area.
 - c) Referrals from faculty and staff will increase by 10% in this area.
 - d) Advocate to increase the current budget allocation.
 - e) Advocate with Dean to provide counseling assistance for workshops and transfer activities.

By increasing the awareness of the Transfer /Career/ Co-Op Ed Center to Faculty and Staff will increase student participation and awareness of the center activities and services.

Action Strategies and Timelines:

Below is the Commitment to Action for the Transfer Transfer/Career/Cooperative Education (Co-Op Ed) Center which goals stated below will be developed in the next 3 year.

Initiative: Student Centered

Access

- Participate with UC Educational Partnership Center on the Bridge to Transfer Partnership Program
- Transfer Student Recognition Reception
- College Tours and Field trips

Curriculum and Programs

- Guidance 75

Services

- Create new workshop to assist student with the Transfer process.

Initiative: Community Engagement

Develop Strategic Partnerships

- Created new Transfer Agreements
- *Bring the College to the Community*
- Transfer Day

Initiative: Organizational Transformation

Employee Development

- Participated in Counseling Division meeting – reported on transfer updated
- Participated in Student Service Counsel – reported on transfer events & activities

Transparency and Communication

- Hold transfer staff meetings with the Transfer Staff

Annual Reports and SLO's

During the 2006/07 and 2007-08 academic year, the college wrote Transfer Agreements/Guarantees (TAGs/TAA's) for transferred students to University of California, California State Universities and Private Colleges. The Numbers are as follows:

TAA/TAG Applications					
2006/2007					
	Approved	Rejected	Total		TAA/TAG Approved
UC	40	9	49	Santa Clara Univ.	1
CSU	147	0	147		<u>1</u>
Private	1	0	1	San Francisco State	12
Total	188	9	197	San Jose State	134
				CSU East Bay	0
				Sonoma State	1
					<u>147</u>
				UC Davis	22
				UC Riverside	0
				UC Santa Cruz	18
					<u>40</u>

TAA/TAG Applications					
2007/2008					
	Approved	Rejected	Total		TAA/TAG Approved:
UC	48	9	57	Santa Clara University	3
CSU	144	20	164		<u>3</u>
Private	3	1	4	UC Davis	21
Total	195	30	225	UC Irvine	7
				UC Merced	5
				UCR	3
				UCSB	5
				UCSC	7
					<u>7</u>

Note:
1/8/2008: *UCI received 31 Transfer applications for Fall 2008 which includes the 7 TAG's

*(These are the students who authorized release of information)

	48
San Francisco State	9
San Jose State	124
CSU East Bay	6
CSU Monterey Bay	3
Sonoma State	<u>2</u>
	144

TAG's / TAA's APPROVED SUMMARY	Fall 2006	Fall 2007
SJSU	134	124
SFSU	12	9
Cal State East Bay	0	6
CSU Monterey Bay	0	3
Sonoma State	1	2
UC Davis	22	21
UC Irvine	0	7
UC Merced	N/A	5
UC Santa Cruz	18	7
UC Riverside	4	3
UC San Diego	N/A	N/A
UC Santa Barbara	0	5
Santa Clara University	0	3
Menlo College	0	0
USF	0	0
Notre Dame De Namur	0	0
National Hispanic University	0	0
TOTAL APPROVED	188	195

TAGs/TAAs REJECT SUMMARY	TAGs	TAAs
2006-07 Final Stats for Rejects	9	
2007-08 Final Stats for Rejects	9	21
TOTAL TAG/TAA WRITTEN	197	225

During the 2006/07 academic year, the college transferred a total of 426 students to University of California and California State Universities. The Numbers are as follows:

Evergreen Valley College CA GOV REPORTED TRANSFERS	UC	CSU
2006-07 Academic Year	46	380
2007-08 Academic Year	TBA	TBA

<http://www.cpec.ca.gov/OnLineData/TransferPathwayChart.asp?Inst=435679> - Link to the CA Gov reported Full-Year Transfers to Campuses of the University of California and California State University.

Student Learning Outcomes (SLOs)

The student learning outcomes (SLO's) below address and encompass the students' university readiness, career planning, employability skills and personal development.

University Readiness:

- Student will understand the transfer process to a 4-year institution.
- Student will be able to explain their educational goals.
- Student will be able to understand the differences between the various university systems.
- Student will be able to research information about major and career interests using college catalogs and electronic resources.
- Student will understand the application process for admissions along with timelines.

Career/Cooperative Education/Job Placement Planning:

- Student will understand and be able to explain current employment trends as it relates to their educational training and their career.
- Student will have a better understanding of skills needed to be successful in their career choices.
- Student will understand and be able to explain how an organization or department functions in relation to their position in the organization.
- Student will be able to create a resume for their career goal.

Student will be able to compare and contrast the relationship between classroom theory and practical employment experience. Personal Development:

- Student will be able to identify a 4-year institution for transfer based on their personal needs.
- Student will understand the advantage of a high grade point average (GPA) and the completion of lower division general education and major courses before transferring.
- Student will understand how to develop a personal transfer plan specific to a major.
- Student will understand how to research financial aid and scholarship resources to maximize the affordability of a university education.
- Student will understand how to apply course work knowledge in an actual work environment.

Appendices

Appendix A: Transfer Center – Title 5 Regulations

Appendix B: Transfer Capacity and Readiness in the California Community Colleges,

published: March 2002.

pg. 17-18

Appendix C: California Community College Transfer: Recommended Guidelines,

published: Spring 2006