1. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

There are four significant accomplishments implemented in the Transfer Center over the past three years.

First, the philosophy of facilitating and supporting transfer related services through every academic department and student service unit has begun to materialize. The Transfer Center is made up of only 3 staff members. By partnering and supporting transfer-related functions in other student support services and academic departments, this multiplies the efforts of the Transfer Center throughout the college community. Additionally, by partnering with well established community leaders, transfer-related counseling is now building with the Historically Black Colleges and Universities.

Second, the newly created Transfer Center website gives ready access for students to communicate with Transfer Center personnel, university admission representatives, remain updated on current transfer events, and the latest information. The Transfer Center has seen significantly more students making appointments with the Transfer Center Director and University Admission Representatives since the website was launched. Additionally, there has been an increase in the number of Transfer Admission Guarantees written for the UC system, and larger numbers of appointments with admission representatives across the entire system.

Third, identifying Transfer Center student learning outcomes and beginning the assessment of some outcomes is a major step forward in addressing the current accreditation standards. Continued development of a variety of assessments both quantitative and qualitative will continue over the next three years.

Fourth, maintaining adequate staffing with highly qualified personnel that has allowed the Transfer Center to operate extremely well in accomplishing its mission over the past year.

2) Strategic Program/Unit Issues:

Future directions include U-CAN representatives partnering with the Transfer Center for the HBCU fairs to be an annual event at SCC. Additionally, the HBCUs are currently engaging in building articulation agreements with SCC. U-CAN representatives agreed to be on campus once a month for advising transfer students for the HBCUs.

- Expansion of articulation agreements with both public and private universities throughout California and the United States are planned in order to attempt to increase the numbers of qualified transfer students.
- Increased amounts of classroom presentations to transfer-level English and math classes about transferring will occur, partnering with Career Planning and Work Experience.
- Connecting campus tours to majors, and building partnerships with faculty on major academic advising will be emphasized over the next 3 years.

The assessment measure focus will continue to be on SLO #2 regarding academic and career development. Various standardized career development instruments will be tested and used to measure career development over time. A rubric for measuring student understanding of academic planning has been created and is currently being used to evaluate learning. Additionally, a case study method for gathering data will be developed that uses more personal stories by students about their learning. Continued strengthening of partnerships will occur through finding common Student Learning Outcomes with each department, and demonstrating ways of helping each other accomplish the desired student learning. Creating a close partnership with the Career Planning Center will occur so that referrals for Career Counseling are smooth. This will assist students in their transfer planning.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

a) Program Mission/Purpose and Service Provision: The SCC Transfer Center’s mission supports and facilitates dissemination of current transfer information about colleges and universities, promotes student contacts with university admissions representatives, and works in partnership with several programs to boost underrepresented students successful transfer to colleges and universities.

The following services are offered by the Transfer Center:

- Transfer Admission Guarantees (TAGs) to seven University of California schools, which guarantees upper division transfer students’ admission to the university if they meet the required admission requirements.
- Transfer Alliance Program (TAP) with UCLA, which gives SCC students a stronger admission opportunity to the university. By students completing five honors classes, and maintaining a 3.2 cumulative grade point average, SCC students historically have a 90% acceptance rate into UCLA, compared to a 33% acceptance rate for the general population.
- Counseling appointments with the Transfer Center Director, who provides comprehensive academic, career and personal counseling services for transfer students, and coordinates all Transfer Center services with two permanent staff members.
- The Transfer Center coordinates University Admission Representative visits to Sacramento City College on a weekly and monthly basis. Students can make appointments with college representatives to further discuss their transfer-related questions. Additionally, college representatives will hold application workshops, financial aid workshops, and personal statement workshops. Students request appointments with college representatives through the Transfer Center.
- Computer labs with internet access are available for transfer research on university admission policies, articulation agreements, general education, costs, and housing. Transfer information is neatly organized on the Transfer Center website at [http://wserver.scc.losrios.edu/~transfercenter/index.php](http://wserver.scc.losrios.edu/~transfercenter/index.php). Students can email the Transfer Center as well as be part of the list serve for receiving monthly transfer information.
- The Transfer Center library houses college catalogs for student research. Catalogs are from the UCs, CSUs, California Private Universities, Historically Black Colleges, and private universities throughout the United States.
- The Transfer Center sponsors Transfer Day, Transfer Night, and Historically Black College Fair. These events bring 40-75 admission representatives to campus for students to build connections with and promote their successful transfer.
- Every year, based upon funding, free campus tours for students are conducted by the Transfer Center and its partners to northern and southern California universities. This gives students the opportunity to experience first hand the nature of colleges they want to send applications.
- Transfer Center hours are Monday - Thursday 8:30am to 6pm; Friday - 8:30am to 4:30pm and is located in the Counseling Office, RN 147.

b) Past Performance and Goal Accomplishment: One major part of the Transfer Center’s mission is disseminating timely transfer information to students. The Transfer Center website drastically needed updating to accomplish this goal. During Fall 2007 and Spring 2008, three SCC students working in the CISW 430 Web Projects class agreed to design the Transfer Center a new website. I worked closely with them for one year, and the new Transfer Center website came online in Summer 2008. This new website provides relevant transfer information needed to students in a timely manner. The amount of students has increased this semester who sign up for appointments with the Transfer Center Director and with visiting university admission representatives. This has been largely due to the increased communications access students have directly with the Transfer Center through the website.
Transfer Center sponsored several campus tours to universities, partnering with the Honors Program, RISE, EOPS, DSPS, PUENTE, and MESA. Visits to UC Berkeley and UCLA have made a significant impact on the percentage of students accepted to these two prestigious UCs. For Fall 2008, SCC had a 48% admission rate into each of these schools. This is compared to 38% - 40% from the past three years.

Transfer rates throughout the UCs and CSUs has been rather flat over the past 19 years. This is largely due to budget constraints by the State system funding the public university system (see Appendix - Patrick Perry’s Powerpoint presentation). Without having more funding each year the feeder schools send the same amount of students within a range of 100-200 students.

|   | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| UC Total | 169 | 190 | 201 | 197 | 168 | 167 | 168 | 176 | 181 | 174 | 216 | 198 | 190 | 232 | 205 | 259 | 263 | 268 | 265 |
| CSU Total | 813 | 854 | 895 | 812 | 854 | 918 | 872 | 795 | 773 | 806 | 783 | 709 | 773 | 710 | 678 | 859 | 766 | 744 | 662 |
| Total | 982 | 1,044 | 1,096 | 1,009 | 1,022 | 1,085 | 1,040 | 971 | 954 | 980 | 999 | 907 | 963 | 942 | 883 | 1,118 | 1,029 | 1,012 | 927 |

The Transfer Center partnered with the Dean of Counseling & Student Success and counselors to reach out to Historically Black Colleges to increase transfer rates to these colleges. Two successful transfer fairs were sponsored in Spring and Fall 2008 with the HBCUs. This plans to be an annual event.

c) Data Analysis and Summary

<table>
<thead>
<tr>
<th>TAGs Written</th>
<th>Students Serviced</th>
<th>Appointments with Transfer Center Director</th>
<th>Appointments with University Admission Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006 = 260</td>
<td>6,435</td>
<td>429</td>
<td>1,870</td>
</tr>
<tr>
<td>2006-2007 = 188</td>
<td>5,359</td>
<td>359</td>
<td>928</td>
</tr>
<tr>
<td>2007-2008 = 196</td>
<td>4,353</td>
<td>413</td>
<td>1,470</td>
</tr>
<tr>
<td>2008-2009 = 206 for Fall</td>
<td>1,948 for Fall</td>
<td>143 thru Sept.</td>
<td>214 thru Sept.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Attendance Reps/Students</th>
<th>Transfer</th>
<th>Attendance Reps/Students</th>
<th>HBCU Fairs</th>
<th>Attendance Reps/Students</th>
<th>Campus Tours</th>
<th>Attendance Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>58/1500</td>
<td>Cancelled</td>
<td>N/A</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>70/2000</td>
<td>20/500</td>
<td>15/1200</td>
<td>450</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>60/1500</td>
<td>Not held yet</td>
<td>40/3000</td>
<td>50 so far in Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Being without a full-time Transfer Center Clerk from 12/2006-12/2007 definitely impacted the hours the Center could remain open. The Transfer Center closed at 4pm for a 4-month period, Transfer Night was cancelled, and the number of university representative contacts was reduced. By January 2008, with the hiring of a clerk in the Transfer Center, the Transfer Center was able to significantly increase student contacts with university representatives and with the Transfer Center Director. Increased activities such as campus tours, Transfer Night, HBCU fair, and number of TAGs written all increased.
2) Advisory Board Recommendations

The Transfer Center has several members from the academic community on its Advisory Board. These members include a representative from Sac State, University of California Davis, and U-CAN representing the HBCUs. Within SCC, a faculty member from DSPS, Psychology Department, and Sociology Department participate on the Advisory Board. Additionally, the Dean of Counseling and Student Success, and Transfer Center staff are members.

The board members do not meet at one time in one group. Rather, it has been found to be far more effective timewise and information-wise for the Transfer Center Director to meet regularly with these individuals on an individual or small group basis, to develop strategies and improvements for services to transfer students. This has been the practice for the past two years, and will continue to be for the next two years under the present Transfer Center Director.

Meetings with Transfer Center staff occur weekly for 1 ½ hours. Meetings with Sac State and UC Davis representatives occur weekly and last 10-15 minutes. Meetings with U-CAN representatives occur during Summer and Fall semesters to coordinate the HBCU fair. Meetings with the Dean of Counseling and Student Success occur once a month. Meetings with faculty members from Psychology, Sociology and DSPS occur once per semester.

Advice that board members from Sac State and UC Davis have provided includes agreement on coordination of calendar of events from all three colleges so as to maximize outreach efforts. The Transfer Center initiated this strategy in the Fall 2008 semester so as to have SCC students tour these major feeder campuses on their Preview Day. The Transfer Center regularly partners with Counseling, DSPS, EOPS, Honors Program, PUENTE, and RISE regarding campus tours. By sharing costs and advertising, these events receive greater attendance.

Future directions: U-CAN representatives partnering with the Transfer Center for the HBCU fairs to be an annual event at SCC. Additionally, the HBCUs are currently engaging in building articulation agreements with SCC. U-CAN representatives agreed to be on campus monthly for advising transfer students for the HBCUs.

- Expansion of articulation agreements with both public and private universities throughout California and the United States are planned in order to attempt to increase the numbers of qualified transfer students.
- Increased amounts of classroom presentations to transfer level English and math classes about transferring will occur, partnering with Career Planning and Work Experience.
- Connecting campus tours to majors and building partnerships with faculty on major academic advising will be emphasized over the next three years.
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution, “demonstrates a conscious effort to produce and support student learning, measures that learning, assess how well learning is occurring, and makes changes to improve student learning.

Listed below are the Transfer Center’s Student Learning Outcomes statements (bolded) and elements that make up each learning outcome.

Upon completing intervention services at the Transfer Center, students will know and be able to do the following:

Experience a greater sense of confidence, self-discipline, and determination for engaging in the transfer process: (1) Taking responsibility for doing the leg work and research required for transfer, (2) raising higher expectations about schools to transfer to and exploring options, (3) understand the tools available for gaining transfer information, (4) build leadership skills, (5) build greater independence in decision making, and (6) build a record of accomplishments both inside and outside the classroom.

Build in their capacity for engaging in personal, academic, and career development: (1) gain clarity on academic major and understanding of general education patterns, and articulation agreements found on ASSIST; (2) gain clarity on careers to pursue, knowing what training is needed to enter several careers, the job duties required, the labor markets, and salary ranges; (3) connect specific coursework to obtaining both academic and career objectives for transfer and engaging in educational planning, and building realistic timelines for transferring; (4) understand transfer requirements.

Become knowledgeable about the transfer process and able to independently use transfer research resources as tools for gaining admission to the colleges/universities including: (1) financial planning, using FAFAS, scholarships, loans and other resources for affording college/university; (2) networking and connecting to college admission representatives and major departments by participating in campus tours, meeting and having appointments with college admission representatives, meeting with major department college advisors, and with SCC counselor for mutually devising transfer plan; (3) participating in transfer related activities and events such as TAGs, crossover enrollment, Summer transfer programs at universities, transfer workshops, Transfer Day/Night, HCD 318 class, class activities involving transfer research, and in transfer support student service programs such as MESA, PUENTE, RISE, EOP&S, DRC, Honors Program, and (4) build research skills in using technology to investigate potential transfer schools, using websites, applications, personal statements, letters of recommendation, catalogs, faculty and workshops as resources to know what is required for admission and how to complete the application process.

Matrix demonstrating connections between unit’s SLOs to Student Services Program Learning Outcomes:

<table>
<thead>
<tr>
<th>Transfer Center’s SLOs</th>
<th>Student Services ProLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Competency</strong></td>
<td><strong>Information Competency</strong></td>
</tr>
<tr>
<td>Become knowledgeable about the transfer process and able to independently use transfer research resources as tools for gaining admission to the colleges/universities</td>
<td>1) Participate and navigate programs, services, computer technology, and resource systems for college entry, successful progression through college, and transition from college to the community. 2) Demonstrate the skills necessary to use a variety of information tools to locate and retrieve information in various formats for a variety of academic, financial, personal, professional or vocational purposes.</td>
</tr>
</tbody>
</table>
Life Skills and Personal Development

Experience a greater sense of confidence, self-discipline, and determination for engaging in the transfer process.

3) Apply principles and skills that contribute to life-long learning such as confidence in academic abilities, perseverance, discipline, and questioning attitudes.

Life Skills and Personal Development
Critical Thinking
Quantitative Reasoning

Build in their capacity for engaging in personal, academic, and career development.

8) Engage in academic and vocational planning, choose and implement a plan for an academic major and career choices, and evaluate progress towards accomplishing these goals.

Critical Thinking
10) Identify and analyze problems; creatively propose, analyze, implement, and evaluate solutions to problems.

Quantitative Reasoning
18) Extract, organize, and analyze quantitative data for financial planning.
19) Apply quantitative methods to problem solving and decision making for school, work, and home life.

Assessment Measures for Transfer Center’s SLOs: Assessment measures have been developed for assessing SLO # 2 regarding students understanding the General Education patterns and major course patterns. Assessment of student learning is currently occurring during the Fall 2008 semester and these results will be analyzed so that during Spring 2009, successful practices can be identified and improvements made where needed. Assessment of student learning from the Fall HBCU fair is contained in the Appendix.

Future Directions: The assessment measure focus will continue to be on SLO #2 regarding academic and career development. Various standardized career development instruments will be tested and used to measure career development over time. A rubric for measuring student understanding of academic planning has been created and is currently being used to evaluate learning. Additionally, a case study method for gathering data will be developed that uses more personal stories by students about their learning.
4) Curriculum

This is fulfilled through the HCD curriculum and not specifically through the Transfer Center.
5) **Program Resource Utilization**

**Staffing Trends:** The Transfer Center has had a Transfer Center Director .50 FTE, one Student Personnel Assistant full time, and one full-time Transfer Center Clerk for the past three years. Three student assistants through Federal Work Study occasionally help in the Transfer Center. The Transfer Center clerk retired in 2006. A new clerk was hired in March 2007 but left after three months. The current Transfer Center Clerk has been working since January 2008. Without a Transfer Center Clerk, the Transfer Center had to close early and see fewer students and significantly reduce activities. Now that Transfer Center is fully staffed, we are back with many activities and events (see Transfer Center Calendar of Events on Transfer Web page).

**Staff Participation:** Staff participates on the Accreditation Committee Standard 2B.

**Staff Professional Development:** There are sufficient professional development activities available to staff. These include Beyond Diversity, Connections, Staff retreats, SLO Advisory committees and conferences.

**Facilities and Equipment:** The Transfer Center needs one additional computer at its front counter, and a desktop printer for the Transfer Center Clerk.

**Finance and Budget:** We need time to update the Transfer Center’s website. Estimated time required would be two full weeks.

**Future Directions:** This includes outreach to classes and connecting students to college representatives in a timely fashion.
6) **Collaboration Across Our Communities**

**Current Partnerships:** The Transfer Center has the philosophy of facilitating transfer activities throughout the school through the many wonderful programs offered at the College. The Transfer Center partners with all faculty within every department, and all Student Service units. These partnerships take on form during counseling, events such as Transfer Day, Transfer Night, HBCU Fair, Campus Tours, and University Admission Rep visitations. Faculty send their students to these events to participate in them.

**Future Directions:** Continued strengthening of partnerships will occur through finding common Student Learning Outcomes with each department, and demonstrating ways of helping each other accomplish the desired student learning.
7) Other Program Issues

Efforts are currently underway for coordination of transfer efforts across the Los Rios District.
Appendix

Patrick Perry’s Powerpoint presentation on statewide transfer rates from the California Community Colleges. See in particular slides 6,7,8,9.

California Community Colleges: Current Trends in Student Progress & Transfer

Patrick Perry
Vice Chancellor of Technology, Research, & Information Systems, CCCC0

Data Analysis 3 – SLOs

Summary of HBCU College Fair Evaluation
Student Learning
September 13, 2008

Sample Evaluations from an estimated crowd of 3,000 students

<table>
<thead>
<tr>
<th>Admission Qualifications</th>
<th>Major Offered</th>
<th>Costs</th>
<th>Contacts</th>
<th>Completed Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes 114</td>
<td>Yes 114</td>
<td>Yes 76</td>
<td>Yes 103</td>
<td>0. 14</td>
</tr>
<tr>
<td>No 7</td>
<td>No 8</td>
<td>No 42</td>
<td>No 16</td>
<td>1. 9</td>
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<td>3. 5</td>
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<td>4. 6</td>
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<td>5. 24</td>
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<td></td>
<td>6. 4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&gt; 6. 35</td>
</tr>
</tbody>
</table>
Comments from HBCU College Fair:
The workshop was very informative and helpful. I really like the way it was presented by the 2 speakers. Clear and to the point.

I had a great day.

They explained everything to me clearly and I had a good time.

Thank you for all the helpful information.

Please contact me with educational updates (gives email address).

Contact me with any more information about HBCUs and scholarships please!! (gives email and phone number contacts).

Don’t go to a California state school. The governor is playing with our money.

I am interested in attending Clark Atlanta University in January 2009.

I wish I had these opportunities when I graduated High School. Excellent Fair!

The fair was very good. The information I received really helped me to understand what I need to apply for college and what to do.

Thank you. It was fun!

I think this is a great thing, even if the college I will be attending was not present. I think it gives people a better sense of what is out there.

My son applied for the HBCU college. I encouraged him to attend to gain the experience of community as well as a fine quality education.

This was a great experience for me.

I can’t wait to go to college!

I really appreciate the Black college fairs and I am looking forward to the next.

Thank you so much for coming to Sacramento City College to help us all.

Thank you for taking the time to come out. We greatly appreciate your hard work and dedication to all of us high school/college students.

I came for informational purposes only. Not ready to enroll yet.

Got information on the college.

More information.

I am a college student at Sacramento City College. I plan to transfer to Howard University.

The spokespersons were very kind and polite. They knew a great deal of information.
Suggestions for Improvement:

College reps should clearly spell out the costs for attending HBCUs and direct students to the financial aid workshops so they know how to afford going to college. This way the financial aid workshops could be better attended and students would comprehend the realities of financing their higher education.

College reps should make sure students leave with a business card and ways of contacting them for more information.

**Student Learning Outcomes**

The HBCU fair successfully addressed 2 Transfer Center student learning outcomes and several elements that make up these outcomes. These were:

1. *Experience a greater sense of confidence, self-discipline, and determination for engaging in the transfer process.*
   - Take responsibility for doing the leg work and research required for transfer
   - Raising higher expectation about schools to transfer to – exploring options
   - Understand the tools available for gaining transfer information

2. *Become knowledgeable about the transfer process and able to independently use transfer research resources as tools for gaining admission to the colleges/universities.*
   - Using FAFSA, Scholarships, loans, and other resources for affording college/university
   - Network and connect with college admission representatives and major departments
   - Participate in transfer related activities and events such as the HBCU Fair
   - Knowing what is required for admission and completing the application process to college/university

**Student Services Program Learning Outcomes**

The Transfer Center’s Student Learning Outcomes align with the following Student Services *Program* Learning Outcomes, which were largely addressed by the HBCU Fair:

**Information Competency**

1) Participate and navigate programs, services, computer technology, and resource systems for college entry, successful progression through college, and transition from college to the community.

2) Demonstrate the skills necessary to use a variety of information tools to locate and retrieve information in various formats for a variety of academic, financial, personal, professional or vocational purposes.

**Quantitative Reasoning**

19) Apply quantitative methods to problem solving and decision making for school, work, and home life.
Institutional Learning Outcomes
Collaboration with Community Partners, within Student Services,
and Across the College and District

(Working together towards common community college institutional purposes and goals of transferring students
to the university, and working in collaboration with community partners to further the role of higher education)

In order to create a successful learning environment at the fair, this required collaboration between our
community partners – U-CAN who sponsors the HBCUs, Sacramento City Unified School District, and many
units within Sacramento City College’s Student Services. These included Counselor Rick Reese and Dean of
Counseling and Student Success Delecia Nunnally-Robertson, as primary contacts with Dr. Alan Rowe and Mr.
Frank Withrow from U-CAN, Transfer Center Staff, Financial Aid, High School Outreach, and Admission and
Records. Volunteers to assist on the day of the Fair came from all areas of Student Services. Additionally, many
professors gave extra credit assignments in their class for students wanting to attend the fair to learn about transfer
opportunities. Several other California high school districts participated in the Fair by sending busloads of
students. These high school districts included Antioch, Modesto, and Crenshaw.

Administrative collaboration took place through VP Student Services with VP Administrative Operations to
ensure facilities support. Communications about the fair took place across the district through email and
advertisements on SCC’s website. Cosumnes River College also partnered with U-CAN for creating an HBCU
Fair with Elk Grove Unified School District on September 12. Sacramento City College’s Spring 2008 HBCU
Fair generated this contact.

Submitted by
Counselor/Transfer Center Director
September 18, 2008
Sacramento City College