GLENDALE
COMMUNITY
COLLEGE

Annual Program Review   2010-2011
Student Service Programs

Division/Service Area:

Student Services/Transfer Center

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

_____	_____	_____
Signature of Manager	Signature of Dean	Date Submitted to Program Review Committee

Describe the relationship of your program to the college's **Mission Statement**:

The Transfer Center is designed to assist students with the process of transferring to four-year colleges and universities: public, private and out of state campuses. The Transfer Center has a direct relationship with the college's mission statement which states the college will "provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals." The functions and services offered through the center include: individual counseling, application workshops, university fairs, transfer admission workshops, college tours, university representative advisors, a transfer information website, and a library of college admissions materials. The Transfer Center is especially committed to the goal of increasing the transfer rate of under-represented students to institutions of higher learning.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program: Service/Function	Service Contacts Academic Years			STAFFING		Hourly	Other
	07-08	08-09	09-10	FTEF	Classified	Class.	FTE
Individual Counseling Appointments	511	709	799	2.4	1.0		
Drop-in Advisement	2119	2066	1946				
College tours	115	144	84				
In-class presentations (students served)	2,405	721	1,150				
Workshops (students served)	376	311	441				

1.1. Describe how these trends affect students and/or your program:

> Individual counseling hours have increased as we moved from 30 minute appointments to 20 minutes to accommodate more students. College tours fluctuate throughout the years depending on our funding source. Due to limited staffing, we focus on in-class presentations during the spring semester instead of the fall. This has reduced the amount of presentations we can accommodate during the school year.

1.2. Is there any other relevant information that affects the evaluation of your program?

> Budget cuts both at Glendale College and at the university level have created barriers to the transfer process. These barriers include fewer courses available for students to meet their requirements and fewer spots available at the university. These past few years have been some of the toughest transfer years in the history of the Master Plan of Higher Education in the state of California.

2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Program: Service/Function	SAOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
Transfer Counseling	x	x	x	x	x	One

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

> The primary purpose of our SLO was to assess students' knowledge of the transfer process and how supportive we have been as a Transfer Center. With the exception of a couple of students, we were effective in teaching transfer requirements and providing quality service. Results made us aware that our efforts to inform students of the minimum transfer requirements are working, but we need to continue to educate students on transfer strategies such as GPA requirements.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

> Yes. We need continued support of our programs such as college fairs, college tours, in-class presentations, workshops, and individual counseling. All of these methods of transfer instruction are the essential elements to maintain a culture of transfer on this campus.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

In the last program review our goal was to increase the number of applications to four-year colleges through counseling, workshops, tours, outreach to high schools, and faculty referrals.

3.2. What measurable outcomes were achieved due to the actions completed?

Glendale Community College has constantly increased the number of applicants to four-year colleges since the last program review.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

Yes. Students are more aware of the transfer process and timelines as demonstrated by the increase in applications.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

Continue to teach transfer basics (minimum requirements) and advanced strategies (how to be a competitive applicant) to students.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP/SS SMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
College tours	EMP: Goals 1.1-1.3 and 3.4	Inspire and inform students about their transfer options.	$10,000 to cover costs of transportation and housing (when necessary) to 10 campuses.
In-class presentations	EMP: Goals 1.1-1.3, 3.3-3.4	Inspire and inform students about their transfer options.	Counseling hours
Individual counseling	EMP: Goals 1.1-1.3 and 3.4	Inspire and inform students about their transfer options.	Counseling hours
Workshops	EMP: Goals 1.1-1.3, 3.3-3.4	Inspire and inform students about their transfer options.	Counseling hours
Email and social media.	EMP: Goals 1.1-1.3 and 3.4	Inspire and inform students about their transfer options.	Counseling hours

2010 PROGRAM REVIEW

Service Area

Transfer Center	S: SS-8

Description: **College BusTours**

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs) or SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This request addresses planning Goal 1, Student Awareness, Access, Persistence, and Success. The counseling services of the Transfer Center also directly relate to Goal 3.4 by assisting students to "move through the curriculum" by having a plan and guidance.

5.2. What measurable outcome will result from filling this resource request?

Increase the number of students who apply to four-year colleges and universities.

5.3. Describe the resource request (in detail).

Nothing can motivate a student more than actually visiting and experiencing a college campus first-hand. The college trips will offer choices and perspectives for students of varying levels of academic performance. The goal is to expose students to new opportunities on ways to complete a bachelor's degree. These opportunities will ideally be compelling to motivate students towards their degree completion. At presentations conducted by the universities, it is stressed repeatedly that successful completion of Math and English courses are essential to fulfill the transfer requirements. It is also stressed that these courses, completed early, make for a more competitive applicant. The experience of the trip with will build a sense of a campus community. The more a student is involved on campus, and feels a sense of community, the more inclined they are to stay in school. The project makes students aware of their transfer opportunities. A project such as this promotes a more informed student body. A more informed student body will help create a culture of transfer.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities	4,000	Housing	Housing	ASGCC
Equipment				
Supplies				
Software				
Training				
Other	6,000	Bus	Transportation	ASGCC
Total	$10,000			