

Transfer Center

Program Vitality Review Report 2012 – Final 7May2012

Program Vitality Final Report: Six Elements

1. *Review and validate reasons program put into PVR*
2. *Document program inputs/resources*
3. *Analyze key performance indicators*
4. *Identify root causes*
5. *Brainstorm possible solutions*
6. *State committee recommendations to Administration*

Brief description of the program and organizational structure being reviewed

The Transfer Center serves as a resource center for potential transfer students, faculty, and staff. It is dedicated to transfer preparation and helping students transfer successfully to a four-year university. The Transfer Center is the hub of transfer activity on and off campus. It is located in an area heavily trafficked by students and with high visibility in the administration building, near other student services such as Counseling, EOPS, Career Center, Employment Center and Admissions & Records. Due to the advances of technology, the Transfer Center's services have been greatly expanded through the World Wide Web and consequently have a much larger reach. There are strong partnerships with internet services which help students transfer, such as ASSIST (UC funded) in which students can access its database for the latest transfer information, including major prep and transfer criteria. Other important websites include the CSU Mentor UC application and UC TAG. Strong partnerships also exist with the universities which allow for our students to visit the campuses.

A diverse student population is immediately assisted when self-referred or referred by the various student services. Through early identification, information, and encouragement, students are assisted with completing the requirements for transfer, including general education, major preparation and other admissions requirements. Students are assisted with over-coming barriers to transfer, such as meeting application deadlines, completing the admission requirements, and completing the application, etc. The transfer universities are also included in the network of services by way of scheduled appointments of university representatives with students, transfer fairs on campus and tours to the universities.

Transfer Center services are coordinated with the entire functions of the college. Administrators and faculty are kept informed on critical initiatives or policy changes pertaining to transfer. Counselors bring their students to the center to learn about the services and to use the many resources such as college catalogs, transfer information handouts, and computers. Through the Articulation office, input is provided to instructors when developing curriculum and course outlines to make sure that courses meet the articulation requirements of the four-year institutions. Courses are submitted to the university systems for approval in the areas of major prep, departmental and general education articulation, ensuring a seamless transfer path for students. The articulation office is also involved in providing students transfer information in the catalog and other materials. Lastly, the articulation office has been involved in several initiatives to make transfer more seamless, such as the CSU LDTP (Lower-Division Transfer Patterns), Coast Community College District Degree Audit Project, C-ID (Course Identification Numbering System) and SB1140.

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Instructional Associate

Documents Reviewed and Information Collected:

- *Vitality Review Process, Revised 2008*
- *Letter Recommending Transfer Center to PVR*
- *Transfer Center Program Review Report*
- *Initial Postings for Transfer Center positions*
- *State Recommendations for Transfer Centers*
- *Region 8 structure for Transfer Centers*
- *Transfer Center Annual Report to Chancellor's Office*
- *GWC Key Performance Indicator Report*
- *Series of Ad Hoc transfer-related data tables*
- *Student Government Survey Results on Transfer Center*
- *Tour of OCC and Saddleback Transfer Centers*
- *GWC Transfer Agreements and Transfer Guarantees*
- *Transfer Planning Guide*
- *Articulation Report*
- *Transfer Center Plan 2011-12*
- *Counseling Division Org Chart*

Step 1—Validate Reasons Program is Under Review

- Transfer Center organizational structure is an issue
- Reports were not being completed
- Communication/interpersonal issues between Counselors and Transfer Director
- Communication/interpersonal issues with the Transfer Director and classified staff
- Imbalance of expectations of services and resources and staffing assigned to the Transfer Center (Staffing, Budget, Technology, Facilities, Accessibility)
- Lack of clear roles/responsibilities of all working/dealing with the Transfer Center (Director, Staff, Counselors, Dean, Career Center, Articulation)
- Lack of leadership
- Lack of clear Mission Statement including who the Transfer Center is expected to serve
- Reports of unreturned phone calls
- Reports of students getting bounced back and forth between Articulation and Counseling, especially on issues of students coming to GWC from somewhere else

Step 2—Document Program Results

Program Resources:

Staffing

- Transfer Center Director/Articulation Officer: Jerry Castillo
 - Keep up to date on Transfer Issues and Policies
 - Extensive email communication
 - Extensive record keeping
 - Oversee the operation of the Transfer Center
 - Responsible for yearly center plans that go to district
 - Monthly meetings with the Instructional Associate and the Dean of the Department
 - Transfer Workshops
 - Administrator for UC-TAG
 - UC Irvine Student TAG

- Yearly reports to the Chancellor's Office for the Transfer and Articulation Office
 - CSU Long Beach STEM Transfer Agreement (Fall 2011)
 - Update the Counselors on Transfer initiatives such as SB1440, policy changes related to transfer, and best practices
 - Work with the CCC Chancellor's Office on the process of verifying completion of AA-T/AS-T
 - Chicano Latino committee Co-Chair
 - Update the College Catalog pertaining to Transfer, Articulation, SCU/GW, IGETC, AP and transfer information
 - SCHEC meeting
 - Region VIII meeting
 - Transfer Center Program Review
 - Transfer Center SLO's
 - Work with Career Center staff to promote services provided
 - Trouble-shoot emergency transferring problems for students
 - Attend CSU and UC conferences, and CIAC and SCIAC regional meetings
 - Consult with representatives in Student Outreach, Counseling and Articulation Officers from local universities
 - Review new data being inputted into the ASSIST database
 - Respond to "articulation" request by private universities
- Instructional Associate: Thao Tran
 - Coordinate, organize and plan the functions of the Transfer Center. Primary contact person in the Transfer Center
 - In charge of planning and setting up activities, events and the operation of the Transfer Center
 - Plan and coordinate the Annual Transfer Day and SCHEC Fairs
 - Plan and coordinate the university tours for the Coast Community Colleges (GWC/OCC/CCC)
 - Plan and coordinate on-campus university representative appointments
 - Contact the universities and set up appointment dates
 - Sign students up for appointments
 - Plan, coordinate, and conduct transfer related workshops
 - Implement and schedule different transfer related workshops every semester; arrange speakers; arrange facilities, etc
 - Conduct CSU/UC application workshops
 - Assist students with transferring on-line applications
 - Maintain the Transfer Center general budgets and grants
 - Check and balance the budget; order supplies and equipment for Transfer Center; making sure the money was spent before the end of the fiscal year; report to the Dean monthly
 - Request funding to use for transfer events and supplies
 - Provide individual, group and classroom presentation on transfer-related topics and issues
 - Orient students on the Transfer Center activities, resources and services during classroom presentations and tours in the center
 - Provide four-year colleges and universities transfer information to students, faculty, and staff
 - Train student assistants/direct work activities
 - Train interns/direct and review work activities

Program Resources:

See attachment

Articulation / Transfer Agreements:

Transfer Course Agreements (TCAs)

Year	UC TCA	CSU Bacc	IGETC	CSU GE	UC ELIG	CSU AI
11-12	X	X	X	X	X	X

Articulation Agreements (by majors, course-by-course, and GE) between GWC with the CSU and UC:

<u>11-12 Articulation Agreements</u>	Majors	Depts	GE		
To: California Polytechnic University, Pomona		90	53		
To: California Polytechnic University, San Luis Obispo	63	93			
To: California State University, Bakersfield		33	44		
To: California State University, Chico	132	58	1		
To: California State University, Dominguez Hills	56	42	1		
To: California State University, East Bay		100	34	1	
To: California State University, Fullerton		59	40		
To: California State University, Long Beach		135	92		
To: California State University, Los Angeles		58	81		
To: California State University, Northridge		74	58	2	
To: California State University, San Bernardino		72	58	1	
To: California State University, San Marcos		31	38		
To: Humboldt State University		59	37		
To: San Francisco State University		83	82		
To: San Jose State University		135	76		
To: Sonoma State University		2	4		
To: UCSF School of Dentistry	1				
To: UCSF School of Pharmacy		1			
To: University of California, Berkeley	105	62	1		
To: University of California, Davis	132	110	8		
To: University of California, Irvine	84	22	1		
To: University of California, Los Angeles		123			
To: University of California, Merced		22	22	3	
To: University of California, Riverside		82	59	3	
To: University of California, San Diego		137	37		
To: University of California, Santa Cruz		78	52	1	

Transfer Admission Guarantees

We currently have Transfer Admission Guarantees with 8 of the UCs: Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. No admissions guarantee with the CSU, but only local service area to CSU Fullerton and CSU Long Beach. As for the private and out-of-state college/universities, we don't have any transfer admission guarantee, but only some articulation agreements for course-by-course transfer.

Articulation/Agreements/Transfer Guides with In-state private and out-of-state colleges/universities

Articulation agreements are initiated by the universities because we have students transfer there. Below is a list of in-state and out-of-state schools that we have an articulation agreements with and the year.

Out-of-state:

- Embry Riddle University (2007-08)
- University of Hawaii at Hilo (2009)
- Brigham Young University – Idaho (course-by course agreement based on the year GWC transferred there: 1980, 1991, 1994, 1995, 2001, 2002, 2003, 2006, 2007, 2010)

In-state private:

- Azusa Pacific University (2010-11)
- Biola University (2011-12)
- Chapman University (2011-12)
- Concordia University (2011-12)
- DeVry University
- FIDM (2011)
- Heald College (2010)
- Hope International University
- Loma Linda University (2012-13)
- Pepperdine University-Graziadio School of Business and Management (2010-12)
- Southern California College of Optometry (2011)
- University of the Pacific (2012)
- University of Phoenix (2012)
- University of Redlands (2011-12)
- USC (2011-12)

Staffing Comparisons

Region 8 Transfer Center Staff and Budget

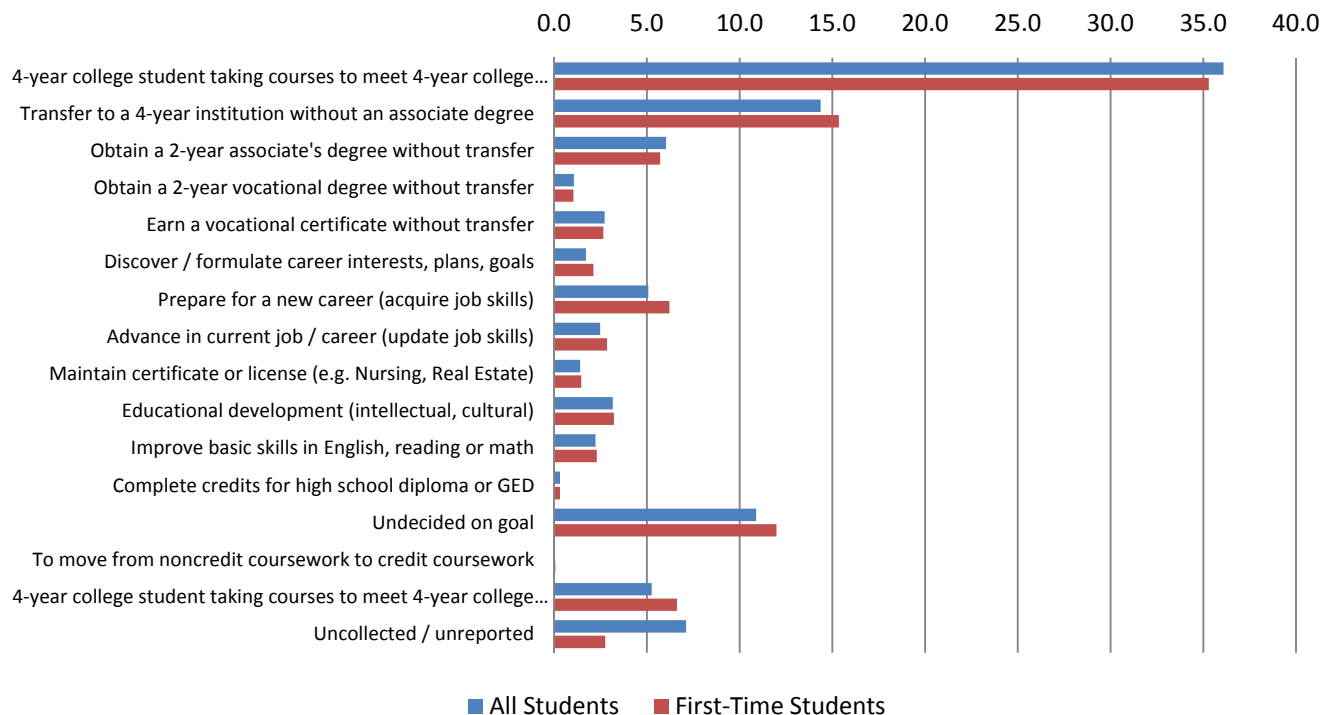
College	Student Population	Staffing	Programs in Transfer Center	Budget
Cerritos College	22,000	<ul style="list-style-type: none"> 100% Articulation Officer 50% release from full-time faculty (director) 50% release from full-time (classified) 2-3 adult hourly 		
Cypress College	16,000	<ul style="list-style-type: none"> Two full-time classified positions 60% Transfer Center Director 100% Articulation Officer Average 8-10 work study students (10 hrs a wk) 		\$3,690 for supplies, \$400- \$600 yr from ASB for Transfer Celebration.
El Camino College	25,038	<ul style="list-style-type: none"> 100% Articulation Officer One full-time faculty Coordinator Two counselors (50% each) One full-time clerical assistant (50%) Two permanent advisors (90%) One temporary clerical assistant (50%) <p>(Some of the staff is shared with other areas in counseling such as the Career Center and Matriculation. They have some duties in other areas).</p>		\$512,240 (Total district funds, auxiliary services, grant programs-funding for northern Cal university tour, and foundation account).
Golden West College		<ul style="list-style-type: none"> Articulation Officer/Transfer Counselor/Director (faculty) Transfer Coordinator (classified) 		
Long Beach City College	27,000 from two campus	<ul style="list-style-type: none"> One full-time Articulation Officer separate from the Transfer Center One full-time Transfer Coordinator (Faculty) One full-time Administrative Assistant. Work Study students 		\$3,700
Mt. SAC	27,000	<ul style="list-style-type: none"> One full-time Articulation One full-time Director of the Career (50%) and (50%) Transfer Center One full-time transfer specialist No counselors or advisors in the Transfer Center, but they do help with workshops, personal statements reading, application review during peak transfer times. Do have work-study and hourly to help out with the Transfer Center 		\$18,000 general funding \$13,500 ASB funding for university tours (food, hotel and transportation for students)
Orange Coast College		<ul style="list-style-type: none"> One full-time articulation officer One full-time director One full-time Transfer Center Counselor One full-time Transfer Coordinator One full-time Transfer Specialist One full-time Hourly and work study students 	TAP, TAG, Honor Program	
Rio Hondo College	24,000	<ul style="list-style-type: none"> One full-time Counselor/Coordinator (Faculty/tenure position) One full-time clerk (classified) One full-time Student Services Assistant (classified-Transfer Advisor) 3 student workers 		\$
Santa Ana College	27,000	<ul style="list-style-type: none"> One full-time Articulation Officer separate from the Transfer Center 1 full-time TC Director 75% Transfer Coordinator Two 19-hours Transfer Center Specialists 	MESA, PUENTE, U-LINK, CFTE Run several grants at the same time	\$22,000
Santiago Canyon College	8,853	<ul style="list-style-type: none"> One full-time Articulation Officer separate from the Transfer Center One full-time Transfer Coordinator Two part-time transfer specialist 		No discrete budget, funding come from a mix of general and matriculation sources through counseling

Step 3—Analysis of Key Performance Indicators

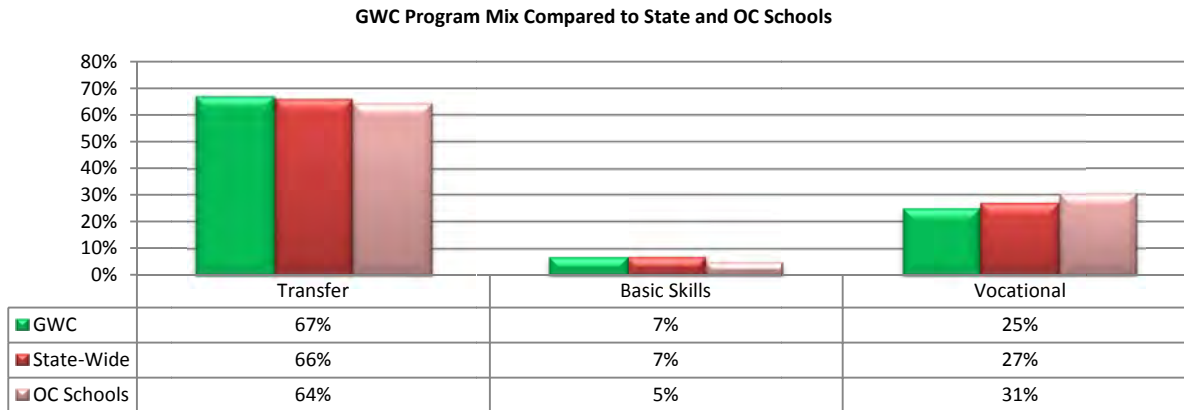
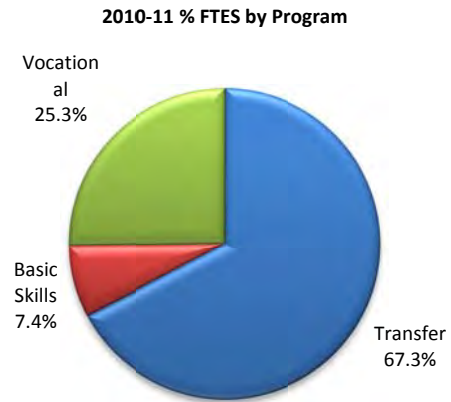
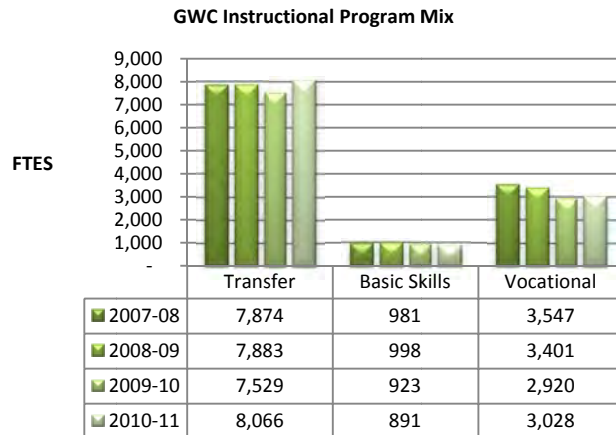
Input:

Educational Goal	All Students			First-Time Students		
	Freq	Pct	Cum %	Freq	Pct	Cum %
4-year college student taking courses to meet 4-year college requirements	6,997	36.1	36.1	2,549	35.3	35.3
Transfer to a 4-year institution without an associate degree	2,785	14.4	50.5	1,109	15.4	50.7
Obtain a 2-year associate's degree without transfer	1,171	6.0	56.5	413	5.7	56.4
Obtain a 2-year vocational degree without transfer	207	1.1	57.6	75	1.0	57.4
Earn a vocational certificate without transfer	528	2.7	60.3	192	2.7	60.1
Discover / formulate career interests, plans, goals	334	1.7	62.0	153	2.1	62.2
Prepare for a new career (acquire job skills)	984	5.1	67.1	449	6.2	68.4
Advance in current job / career (update job skills)	481	2.5	69.6	206	2.9	71.3
Maintain certificate or license (e.g. Nursing, Real Estate)	272	1.4	71.0	106	1.5	72.7
Educational development (intellectual, cultural)	614	3.2	74.1	233	3.2	75.9
Improve basic skills in English, reading or math	433	2.2	76.4	166	2.3	78.2
Complete credits for high school diploma or GED	62	0.3	76.7	23	0.3	78.6
Undecided on goal	2,111	10.9	87.6	866	12.0	90.6
To move from noncredit coursework to credit coursework	9	0.0	87.6	5	0.1	90.6
4-year college student taking courses to meet 4-year college requirements	1,019	5.3	92.9	478	6.6	97.2
Uncollected / unreported	1,380	7.1	100.0	199	2.8	100.0
Total	19,387	100.0		7,222	100.0	

Student Educational Goal (Fall 2011 %)

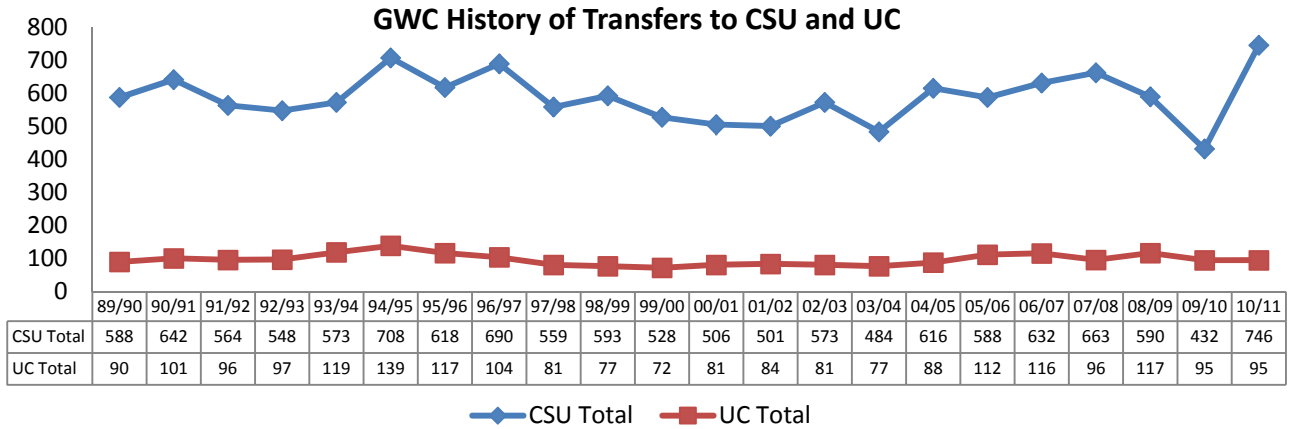


GWC Instructional Mix by College Mission Area



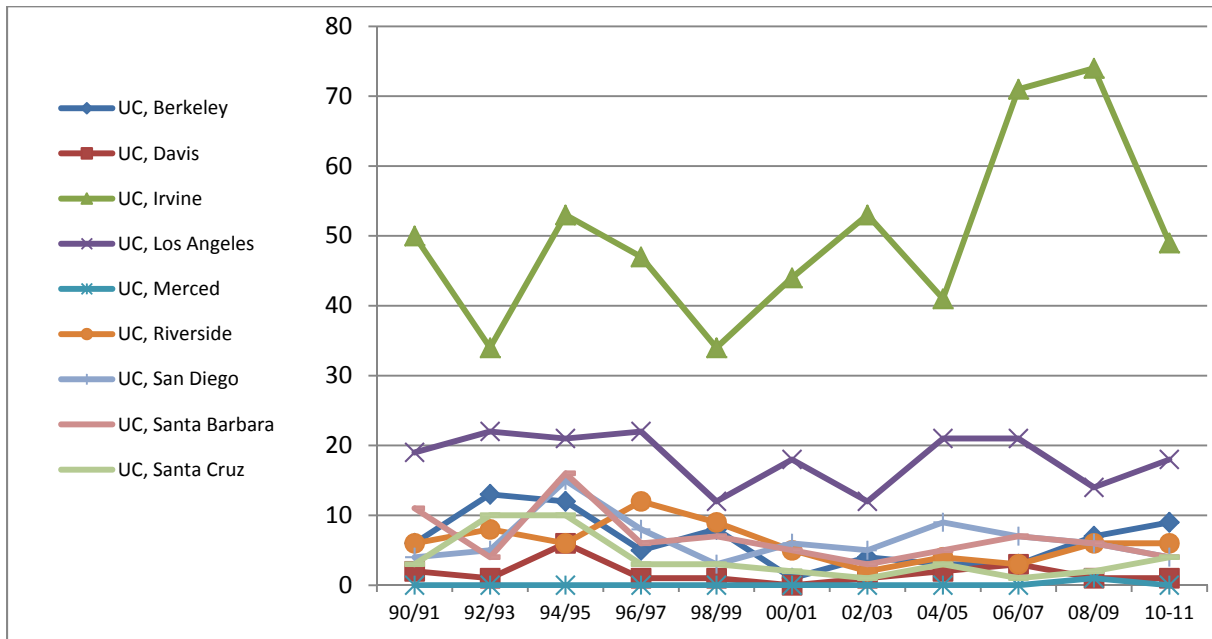
Two-thirds of all student enrollments at GWC are in transferable courses. One-fourth are in vocational courses, and less than one-tenth are in basic skills courses. This mix is comparable to State-wide averages as well as the mix in other Orange County colleges. GWC is slightly higher in the percentage of transfer and slightly lower in vocational enrollments.

Transfers to CSU, UC, ISP, and OOS



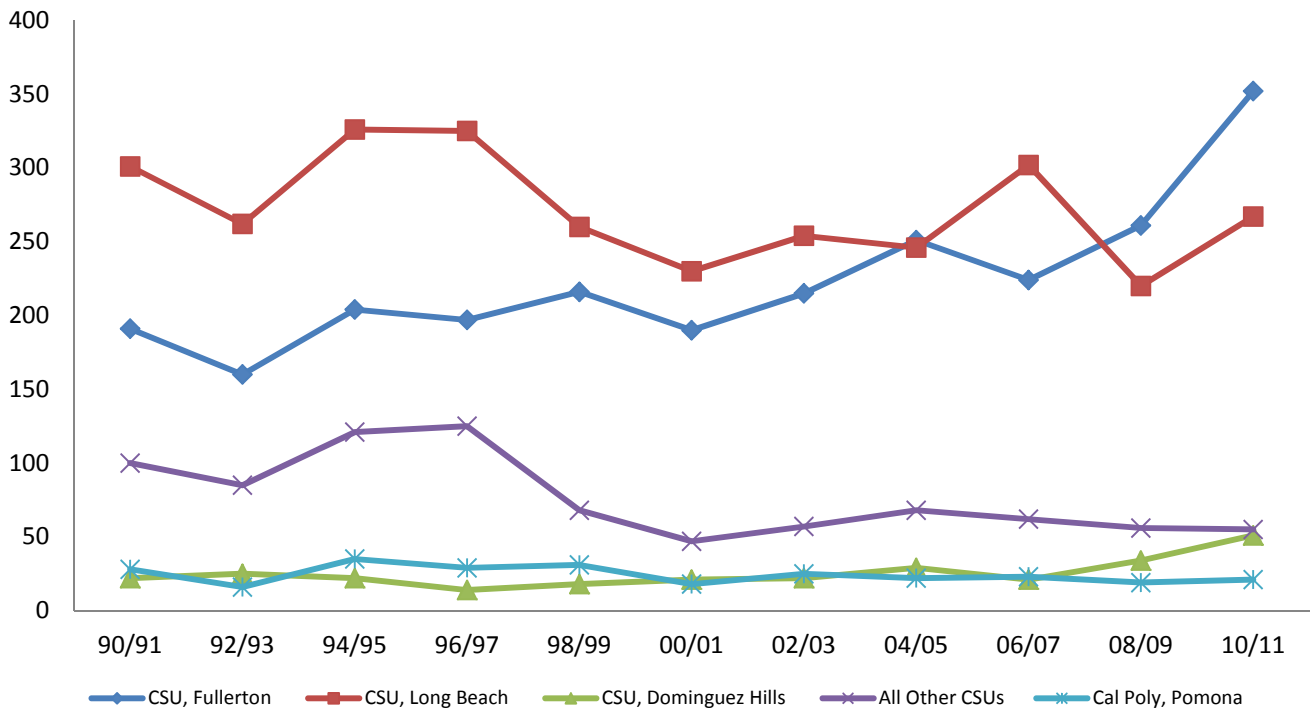
GWC Transfers to UC Detail

		90/91	92/93	94/95	96/97	98/99	00/01	02/03	04/05	06/07	08/09	10-11
373 mi	UC, Berkeley	6	13	12	5	8	1	4	3	3	7	9
393 mi	UC, Davis	2	1	6	1	1	0	1	2	3	1	1
11 mi	UC, Irvine	50	34	53	47	34	44	53	41	71	74	49
35 mi	UC, Los Angeles	19	22	21	22	12	18	12	21	21	14	18
286 mi	UC, Merced	0	0	0	0	0	0	0	0	0	1	0
43 mi	UC, Riverside	6	8	6	12	9	5	2	4	3	6	6
75 mi	UC, San Diego	4	5	15	8	3	6	5	9	7	6	4
116 mi	UC, Santa Barbara	11	4	16	6	7	5	3	5	7	6	4
320 mi	UC, Santa Cruz	3	10	10	3	3	2	1	3	1	2	4
	UC Total	101	97	139	104	77	81	81	88	116	117	95



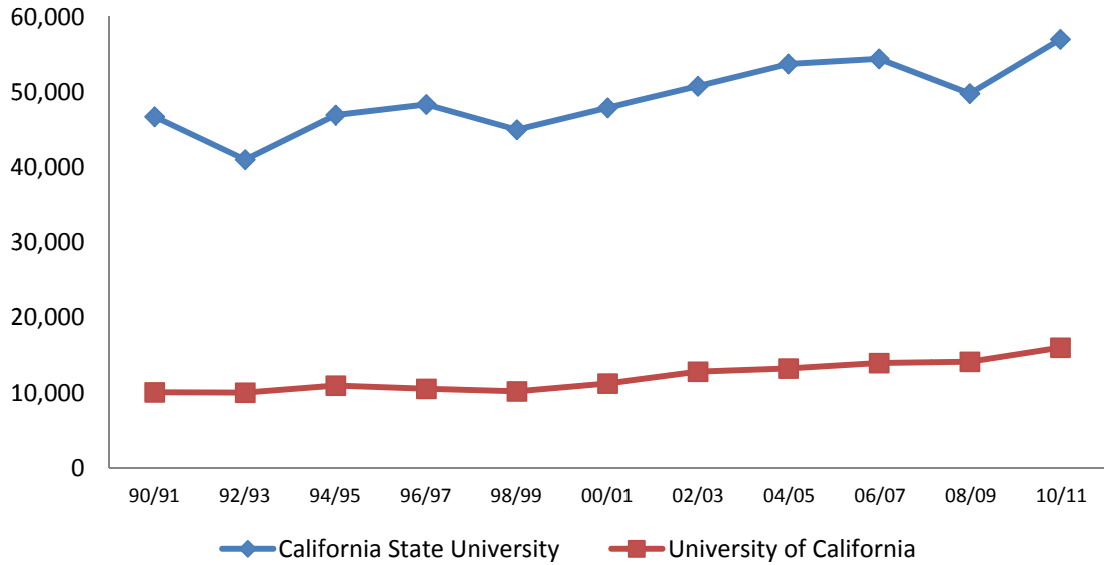
GWC Transfers to CSU Detail

Distance	University	90/91	92/93	94/95	96/97	98/99	00/01	02/03	04/05	06/07	08/09	10/11
129 mi	CSU, Bakersfield	2	2	3	4	2	2	2	2	2	0	1
466 mi	CSU, Chico	6	11	14	16	4	5	1	5	5	5	3
67 mi	CSU, Channel Islands	0	0	0	0	0	0	2	1	2	1	1
18 mi	CSU, Dominguez Hills	22	25	22	14	18	21	22	29	21	34	51
355 mi	CSU, East Bay	1	3	2	4	3	0	1	0	1	3	1
235 mi	CSU, Fresno	3	6	1	1	1	3	3	1	2	0	3
13 mi	CSU, Fullerton	191	160	204	197	216	190	215	251	224	261	352
596 mi	Humboldt State University	6	6	12	10	3	2	5	2	3	3	7
25 mi	CSU, Los Angeles	4	6	11	5	5	2	6	8	10	11	11
8 mi	CSU, Long Beach	301	262	326	325	260	230	254	246	302	220	267
	CSU, Maritime Academy	0	0	0	0	0	0	0	0	0	0	1
295 mi	CSU, Monterey Bay	0	0	0	1	2	2	2	2	1	1	0
46 mi	CSU, Northridge	4	7	6	9	4	8	7	8	5	5	5
25 mi	Cal Poly, Pomona	28	16	35	29	31	18	25	22	23	19	21
385 mi	CSU, Sacramento	3	0	5	4	1	3	1	3	1	3	2
50 mi	CSU, San Bernardino	10	8	12	13	2	2	10	10	6	5	5
86 mi	San Diego State University	29	11	21	29	19	5	9	9	9	4	5
373 mi	San Francisco State University	5	10	15	11	10	7	4	10	6	7	4
331 mi	San José State University	6	4	4	4	3	2	2	0	1	1	2
186 mi	Cal Poly, San Luis Obispo	10	7	10	6	3	2	1	4	6	2	0
64 mi	CSU, San Marcos	1	2	2	2	1	1	0	2	1	3	0
412 mi	Sonoma State University	9	2	3	5	5	0	1	1	1	2	1
307 mi	CSU, Stanislaus	1	0	0	1	0	1	0	0	0	0	3
	CSU Total	642	548	708	690	593	506	573	616	632	590	746

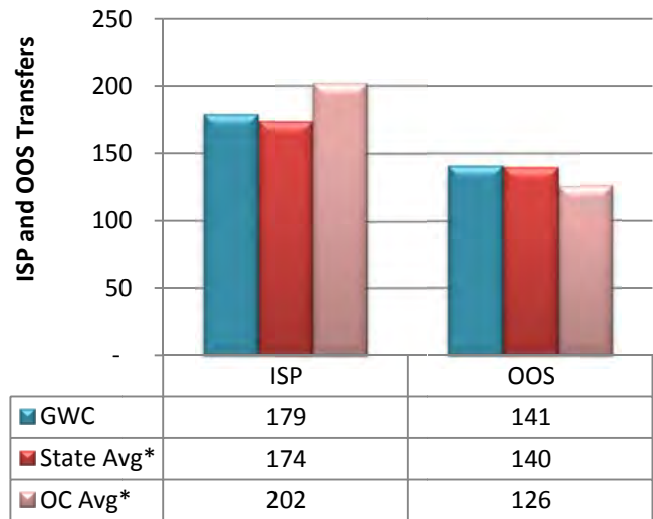
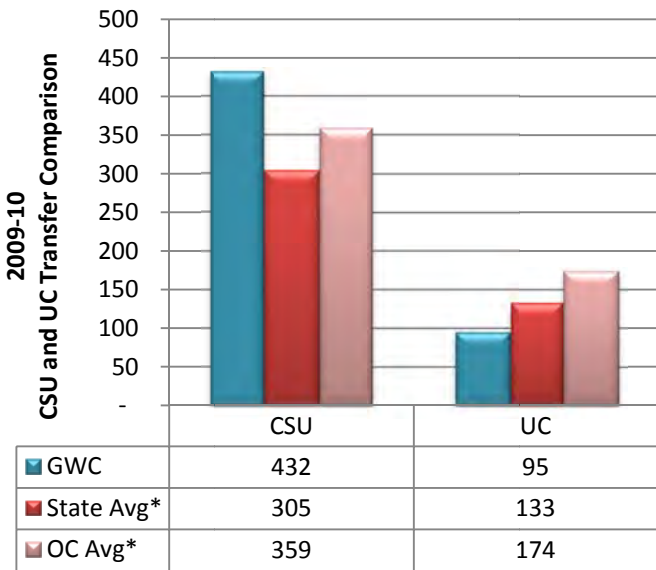


State-Wide Transfers to CSU and UC

Segment	90/91	92/93	94/95	96/97	98/99	00/01	02/03	04/05	06/07	08/09	10/11
California State University	46,672	40,980	46,912	48,314	44,943	47,858	50,744	53,693	54,379	49,768	56,969
University of California	10,030	9,993	10,939	10,497	10,177	11,215	12,780	13,211	13,923	14,112	15,976

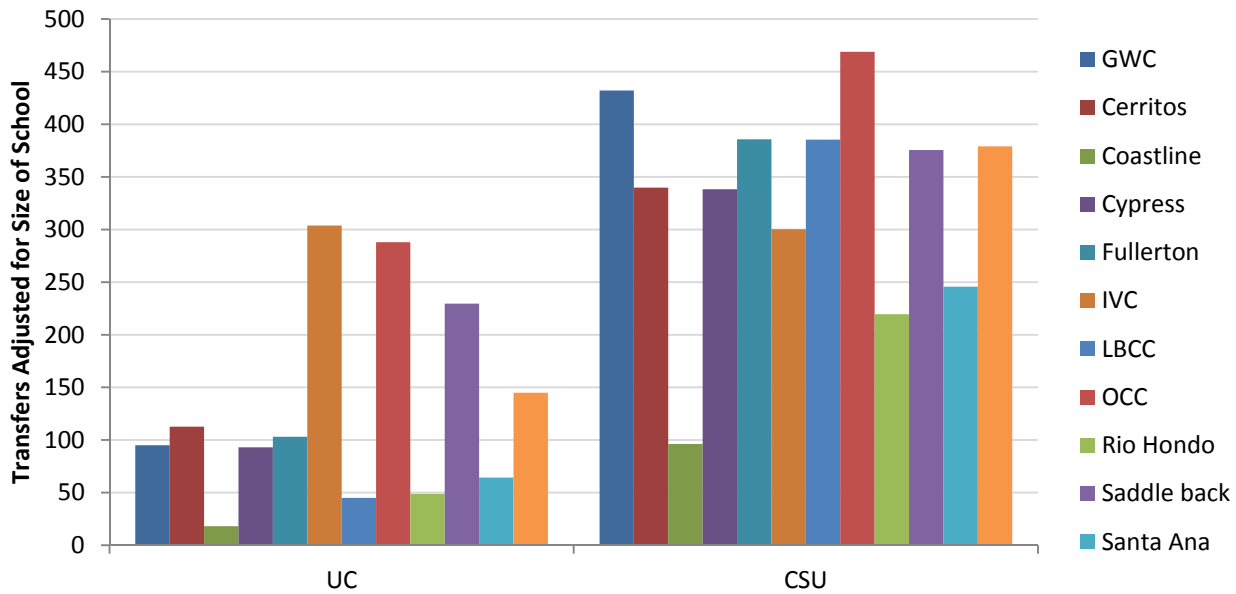


GWC Transfers to CSU/UC, ISP, and OOS Compared to State-Wide and OC Colleges (adjusted for size)



GWC transfers a higher number of students to CSU, on average, than college’s across the State and other OC colleges. However, GWC falls below in numbers transferred to UCs (adjusted for size of school). As for In-State Privates (ISP) and Out-of-State Schools (OOS), GWC is at the State average for both. GWC transfers a higher number of students to OOS but a lower number of students to ISPs than other OC colleges.

Transfers to CSU/UC: Comparison of Local Colleges



Comparing Orange County and select local LA County colleges (adjusted for size), GWC is ranked near the middle for transfers to UC and second only to OCC in transfers to CSU.

GWC 2009 Transfer to In-State Privates (ISP) and Out of State Schools (OOS)

Sorted by Type and Number of Transfers

In-State Privates

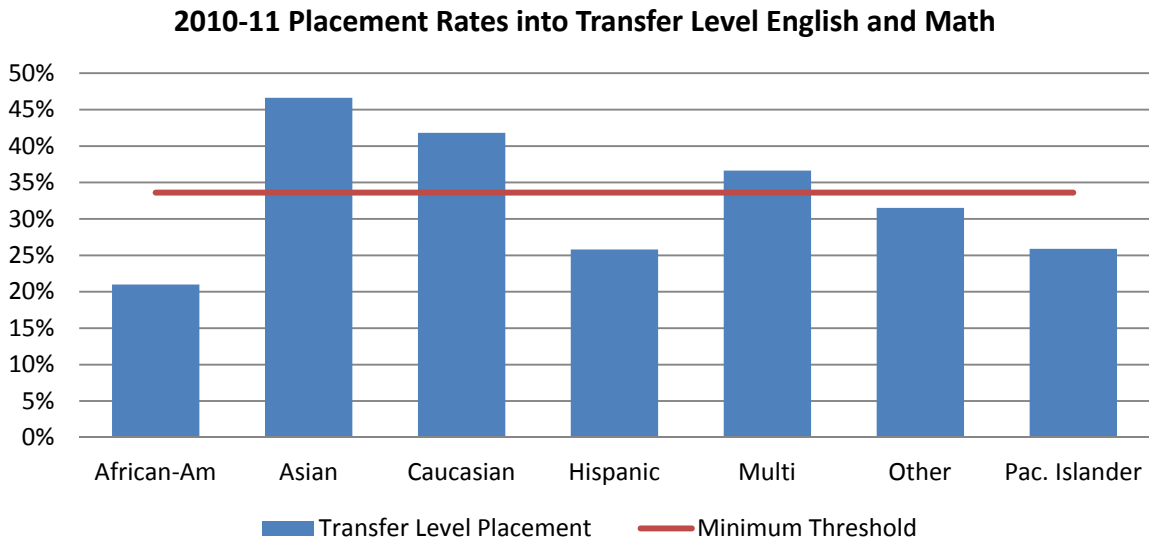
Institution	N	Type of Institution
UNIVERSITY OF PHOENIX	66	ISP
CHAPMAN UNIVERSITY	13	ISP
UNIVERSITY OF SOUTHERN CALIFORNIA	13	ISP
NATIONAL UNIVERSITY	6	ISP
DEVRY UNIVERSITY-CALIFORNIA 5	5	ISP
LOYOLA MARYMOUNT UNIVERSITY	4	ISP
BIOLA UNIVERSITY	3	ISP
LOMA LINDA UNIVERSITY	3	ISP
UNIVERSITY OF REDLANDS	3	ISP
WOODBURY UNIVERSITY	3	ISP
ARGOSY UNIVERSITY	2	ISP
AZUSA PACIFIC UNIVERSITY	2	ISP
CONCORDIA UNIVERSITY	2	ISP
ACADEMY OF ART UNIVERSITY	1	ISP
CALIFORNIA BAPTIST UNIVERSITY	1	ISP
CLAREMONT GRADUATE UNIVERSITY	1	ISP
HARVEY MUDD COLLEGE	1	ISP
MOUNT ST MARY'S COLLEGE	1	ISP
OCCIDENTAL COLLEGE	1	ISP
PEPPERDINE UNIVERSITY	1	ISP
SAINT MARYS COLLEGE OF CALIFORNIA	1	ISP

U. of Phoenix (66), Chapman (13), and USC (13) top the list of GWC transfers to ISPs.

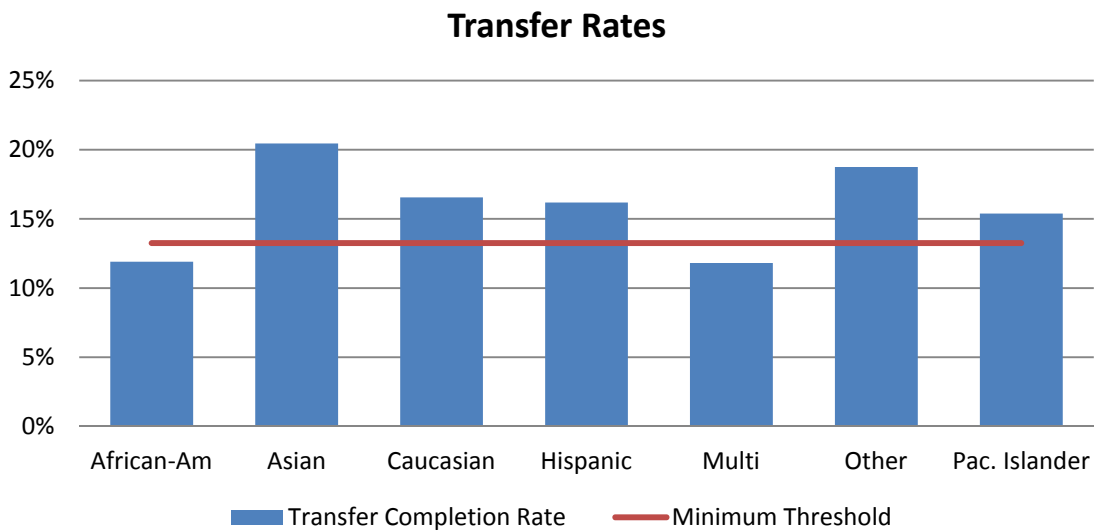
Out-of-State Schools		
UNIVERSITY OF NEVADA-LAS VEGAS	7	OOS
WESTERN INTERNATIONAL UNIVERSITY	7	OOS
UTAH VALLEY STATE COLLEGE	6	OOS
BRIGHAM YOUNG UNIVERSITY	4	OOS
EMBRY RIDDLE AERONAUTICAL UNIVERSITY-DAYTONA BEACH	3	OOS
TROY STATE UNIVERSITY-MAIN CAMPUS	3	OOS
UNIVERSITY OF PITTSBURGH-MAIN CAMPUS	3	OOS
ARIZONA STATE UNIVERSITY	2	OOS
EASTERN OREGON UNIVERSITY	2	OOS
PURDUE UNIVERSITY-MAIN CAMPUS	2	OOS
UNIVERSITY OF NEVADA-RENO	2	OOS
AUSTIN COLLEGE	1	OOS
BOSTON UNIVERSITY	1	OOS
BRIGHAM YOUNG UNIVERSITY-IDAHO	1	OOS
CASCADE COLLEGE	1	OOS
CORNELL UNIVERSITY-ENDOWED COLLEGES	1	OOS
COVENANT COLLEGE	1	OOS
CUNY HUNTER COLLEGE	1	OOS
DARTMOUTH COLLEGE	1	OOS
DIXIE STATE COLLEGE OF UTAH	1	OOS
EASTERN WASHINGTON UNIVERSITY	1	OOS
FAIRFIELD UNIVERSITY	1	OOS
FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	1	OOS
FORT LEWIS COLLEGE	1	OOS
GEORGE FOX UNIVERSITY	1	OOS
GEORGE MASON UNIVERSITY	1	OOS
INDIANA UNIVERSITY OF PENNSYLVANIA-MAIN CAMPUS	1	OOS
JOHNS HOPKINS UNIVERSITY	1	OOS
LOUISIANA STATE UNIVERSITY-SHREVEPORT	1	OOS
LOYOLA UNIVERSITY CHICAGO	1	OOS
LOYOLA UNIVERSITY NEW ORLEANS	1	OOS
GOLDEN WEST OOS METROPOLITAN STATE COLLEGE OF DENVER	1	OOS
METROPOLITAN STATE UNIVERSITY	1	OOS
MINOT STATE UNIVERSITY	1	OOS
NEW SCHOOL UNIVERSITY	1	OOS
NEW YORK INSTITUTE OF TECHNOLOGY	1	OOS
NORTHERN ARIZONA UNIVERSITY	1	OOS
NORTHERN STATE UNIVERSITY	1	OOS
NOVA SOUTHEASTERN UNIVERSITY	1	OOS
OTTAWA UNIVERSITY	1	OOS
PARK UNIVERSITY	1	OOS
PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS	1	OOS
ROCHESTER INSTITUTE OF TECHNOLOGY	1	OOS
SOUTHERN NEW HAMPSHIRE UNIVERSITY	1	OOS
SOUTHERN OREGON UNIVERSITY	1	OOS
SOUTHWEST BAPTIST UNIVERSITY	1	OOS
STRAYER UNIVERSITY-WASHINGTON CAMPUS	1	OOS
SYRACUSE UNIVERSITY	1	OOS
THE COLLEGE OF NEW ROCHELLE	1	OOS
THE UNIVERSITY OF TEXAS AT SAN ANTONIO	1	OOS
UNION INSTITUTE & UNIVERSITY	1	OOS
UNIVERSITY OF COLORADO AT DENVER	1	OOS
UNIVERSITY OF HAWAII AT MANOA	1	OOS
UNIVERSITY OF IDAHO	1	OOS
UNIVERSITY OF KENTUCKY	1	OOS
UNIVERSITY OF LOUISVILLE	1	OOS
UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE	1	OOS
UNIVERSITY OF MASSACHUSETTS-BOSTON	1	OOS
UNIVERSITY OF MINNESOTA-TWIN CITIES	1	OOS
UNIVERSITY OF SOUTH CAROLINA-COLUMBIA	1	OOS
UNIVERSITY OF SOUTH DAKOTA	1	OOS
UNIVERSITY OF UTAH	1	OOS
UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	1	OOS
WALDEN UNIVERSITY	1	OOS
WASHINGTON STATE UNIVERSITY	1	OOS
WEBSTER UNIVERSITY	1	OOS
WESTERN GOVERNORS UNIVERSITY	1	OOS

UNLV (7), Western International (7), and Utah Valley State (6) top the list of transfers to OOS.

Student Equity in Access and Success



GWC African-American and Hispanic students are placing into Transfer-level English and math at disproportionately low rates.



Data Source: CCCC Datamart, GWC MIS data submission

GWC African-American and Hispanic students are also transferring to universities at disproportionately low rates.

Step 4—Identify Root Causes of Program Performance Gaps

List All Potential Causes:

- Imbalance between resources (staffing and budget) and expectations
 - Increased workload to articulation with tighter deadlines (e.g., TMCs),
 - Increased workload to Transfer Center, meetings and networking, (e.g., TAGs)
 - Increased complexity to Transfer and Articulation (Assist, Oscar, Next Generation, District Coordination)
 - Increased mandates from District and State
 - Increased record keeping
 - More pressure for students to make correct choices increases demand on TC
- Transfer Director split assignment between Counseling, Articulation, and Transfer Center Director
- Unclear where TC fits into the College priorities (perceived lack of priority)
- Change in student demographics, lower preparation, higher expectations of service (hand holding)
- Interpersonal issues
 - Counselors feel they are not getting the support they need from the TC Director
 - TC Director doesn't feel the counselors are realistic in their expectations from the TC given the resources available
 - Some people are interested in using technology in their job and others are tied to pencil and paper. e.g., Director wants counselors to go online and use ASSIST instead of printing transfer sheets
 - Lack of teamwork
 - Perceived interpersonal conflict between the Director and counselors
 - Conflict between perceived workload between Director and classified
 - Conflict between classified and faculty
 - Perceived lack of effective means to resolve employee interpersonal conflict
 - Lack of effort to resolve faculty to faculty interpersonal conflict
 - Classified feel they are not receiving the proper support and leadership from the Director
 - Classified caught in the conflict between the Counselors and the Director
- Lack of clear delineation of responsibilities between counseling and articulation for
 - Certification
 - SEP
- Lack of clear delineation of responsibilities and roles between Transfer Center classified and Transfer Center Director
 - Workshops
 - Advisement sheets not being done by Director
 - Reports
 - Transfer website
 - Transfer Center Planning Guide
 - Coordinating university reps
 - TAG
 - Transfer Fairs
 - Answering student transfer questions
 - Student tracking
- Support staff taking on responsibilities as a result of the conflict between Counseling and the Director

Group Causes into 2 Groups

Causes beyond the control of the program

- Imbalance between resources (staffing and budget) and expectations
 - Increased workload to articulation with tighter deadlines (e.g., TMCs),
 - Increased workload to Transfer Center, meetings and networking, (e.g., TAGs)
 - Increased complexity to Transfer and Articulation (Assist, Oscar, Next Generation, District Coordination)
 - Increased mandates from District and State
 - Increased record keeping
 - More pressure for students to make correct choices increases demand on TC
- Transfer Director split assignment between counseling, articulation, and Transfer Center
- Unclear where TC fits into the College priorities (perceived lack of priority)
- Change in student demographics, lower preparation, higher expectations of service (hand holding)
- Lack of counseling coverage in Summer and Winter (transfer issues/questions/certifications)

Causes within the control of the program

- Imbalance between resources (staffing and budget) and expectations
- Interpersonal issues
- Lack of clear delineation of responsibilities between counseling and articulation officer
 - Certification
 - SEP
- Lack of clear delineation of responsibilities and roles between Transfer Center Classified and Transfer Center Director

Rank the Most Critical Root Causes within the Control of the Program

- Lack of clear delineation of responsibilities and roles between Transfer Center Classified and Transfer Center Director
- Support staff taking on responsibilities as a result of the conflict between Counseling and the Director
- Lack of clear delineation of responsibilities between Counseling and Articulation Officer
 - Certification
 - SEP
- Interpersonal issues
- Campus Expectations

Step 5—Brainstorm Solutions

1. Clearly delineate and communicate the responsibilities and roles between Transfer Center classified and Transfer Center Director (with end date)
 - a. Delineate responsibilities within current resources
 - b. Delineate responsibilities within an ideal condition or something in between
 - c. Include flexibility to change priorities given changing environment, process to be sustainable
2. Support staff taking on responsibilities as a result of the conflict between Counseling and the Director
 - a. Identify a process to ensure that non-routine tasks are approved/channeled through established “chain of command”
 - b. The communication loop must include all parties and the loop closed.
3. Clearly delineate and communicate the responsibilities between Counseling and Articulation Officer (general Counselors and Director’s 50% counseling assignment including Counseling Chair duties) (with end date)
 - a. Certification (who is expected to do these?)
 - b. SEP
 - c. Include a review of the Director’s assignment split between Counseling and Articulation/Transfer Center Director
4. Interpersonal issues
 - a. Staff to faculty
 - b. Faculty to Faculty
 - c. Staff to Administrator
 - d. Faculty to Administrator
 1. Engage in series of team building exercises facilitated by external agent (with end date)
 - i. Effective communication skills in the workplace (e.g., face-to-face, electronic, etc.)
 - ii. Expectations of Professional Behavior (interpersonal)
 2. Weekly meetings (more frequently and wider participation)
5. Imbalance between resources (staffing and budget) and expectations (opportunity to think outside of the box regarding resources)
 - a. Resource Recommendations with no new resources to Transfer Center
 1. Change in Transfer Director’s percent between Counseling and Articulation/Transfer Center
 2. Restructuring how we process transcripts/evaluations/certifications
 - i. Consider using evaluators (technicians) (e.g., OCC model)
 - ii. Alter assignments of existing personnel
 - iii. Consider model with Articulation Officer reports directly to VP Student Success
 - iv. Consider alternative models for restructuring Articulation and Transfer Center
 - a. Classified v Faculty v Mgmt
 - v. Collaborate with other Coast Colleges

- a. University visits/tours
- b. Resource Recommendations with new resources to Transfer Center
 - 1. Ideally, increase articulation assignment to 100%
 - 2. Ideally, 100% Transfer Director
 - 3. Consider alternative models for restructuring Articulation and Transfer Center
 - i. Using classified, managers, etc (e.g., Santiago Canyon, Mt. San Jacinto, Fullerton)
 - ii. Classified v Faculty v Mgmt
 - 4. Need dedicated funds for technology and other equipment
- 6. College/Department Expectations/Priorities
 - a. Communicate the newly developed delineation of responsibilities to the campus, including hours of operation
 - b. Make presentations to Academic Senate and other core planning teams about the state of the Transfer Center
 - c. Campus and District/Board presentations (check in)

Step 6— Select Best Solutions and Present PVR committee recommendation(s) to Administration

Program Improvement Plan Costing Less than \$10,000

- 1. Clearly delineate and communicate the responsibilities and roles between Transfer Center Classified and Transfer Center Director (facilitated and with an end date)
 - a. Delineate responsibilities within current resources
 - b. Delineate responsibilities within an ideal conditions or something in between
 - c. Include flexibility to change priorities given changing environment, process to be sustainable
- 2. Support staff taking on responsibilities as a result of the conflict between Counseling and the Director
 - a. Identify a process to ensure that non-routine tasks are approved/channeled through established “chain of command”
 - b. The communication loop must include all parties and the loop closed.
- 3. Clearly delineate and communicate the responsibilities between Counseling and Articulation Officer (general Counselors and Director’s 50% counseling assignment including Counseling Chair duties) (with end date)
 - a. Certification (who is expected to do these?)
 - b. SEP
 - c. Include a review of the Director’s assignment split between Counseling and Articulation/Transfer Center
- 4. Interpersonal issues
 - a. Staff to faculty
 - b. Faculty to Faculty
 - c. Staff to Administrator
 - d. Faculty to Administrator
 - 1. Engage in series of team building exercises facilitated by external agent (with end date)
 - i. Effective communication skills in the workplace (e.g., face-to-face, electronic, etc.)
 - ii. Expectations of Professional Behavior (interpersonal)
 - 2. More frequent effective communication and wider participation
- 5. Recommend to Financial Aid to lift the maximum number of work study students allowed to work at the Transfer Center
- 6. Investigate ways to improve the advisement sheet process using current technology
- 7. Communicate the newly developed delineation of responsibilities to the campus, including hours of operation
- 8. Make presentations to Academic Senate and other core planning teams about the state of the Transfer Center
- 9. Campus and District/Board presentations (check in)




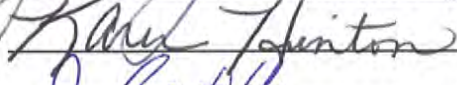
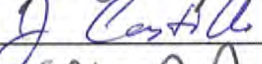
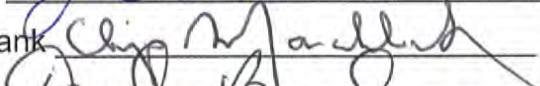
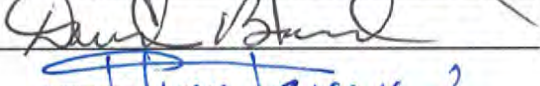

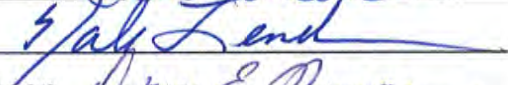

10. Consider an alternative reporting structure for Articulation Officer (Instruction)

Program Improvement Plan Costing \$10,000 or more.

1. Review and consider alternative Transfer Center models for reorganization using existing personnel and resources
 - a. Make the Transfer Director a Classified 100% position
 - b. Reassign to existing administrator
 - c. 100% Articulation Officer
 - d. Consolidate resources with the Career Center
 - e. Partner, collaborate, consolidate District-Wide
2. Resource Recommendations with new resources to Transfer Center
 - a. Ideally, increase articulation assignment to 100%
 - b. Ideally, 100% Transfer Director
 - c. Consider alternative models for restructuring Articulation and Transfer Center
 1. Using classified, managers, etc (e.g., Santiago Canyon, Mt. San Jacinto, Fullerton)
 2. Classified v Faculty v Mgmt
 - d. Need dedicated funds for technology and other equipment
 - e. Additional classified support (100% E-40)
 - f. Hire a transfer counselor
3. District purchase of Online Transfer Evaluation System - College Source (approx, \$8,000 per year)
4. Additional and updated computer stations (25) (Co-located and shared with Career Center)
5. Reconfigure current space shared with Career Center (old Employment Center)
6. Hire transcript evaluators (2 at 100% E-4?)
7. Hire articulation assistant (100% E-4?)
8. Explore expanding Transfer Center Internship program (e.g., OCC model)
9. Review Transfer Center facilities to maximize efficiency and effectiveness

TRANSFER CENTER PROGRAM VITALITY REVIEW SPRING 2012

TASKFORCE SIGNATURE PAGE

Manager:	Steve Ames (co-chair)		Date:	<u>4-26-12</u>
Classified:	Damien Jordan (co-chair)		Date:	<u>4/26/12</u>
Faculty:	Jaima Bennett		Date:	<u>4/26/12</u>
Faculty:	Karen Hinton		Date:	<u>4/26/12</u>
Faculty:	Jerry Castillo		Date:	<u>5-1-12</u>
Faculty:	Chip Marchbank		Date:	<u>4/26/12</u>
Manager:	David Baird		Date:	<u>4/30/12</u>
Classified:	Thao Tran		Date:	<u>4/26/12</u>
Student:	Dale Lendrum		Date:	<u>4/30/12</u>
Research:	Dwayne Thompson		Date:	<u>4/26/12</u>