

Santa Rosa Junior College

Program Resource Planning Process

Transfer Center 2014

1.1a Mission

It is the mission of the Santa Rosa Junior College Transfer Center to meet the needs of students preparing to transfer to baccalaureate institutions by providing up-to-date information to students, counseling faculty, and staff, as well as a set of coordinated resources, activities, and services that support the transfer process. In addition to making transfer-related information and services available to all students and increasing the college's overall transfer rate, the Transfer Center is specifically committed to increasing the rate of transfer among students from low-income, first-generation, and other traditionally underrepresented groups by supporting outreach efforts and targeted services to encourage these students to transfer.

1.1b Mission Alignment

The Transfer Center mission reflects the District's stated responsibility to provide "lower division academic education, to support transfer to four-year institutions"... and..."support services to improve student success". The Center's efforts relate to the general category of Enrollment Management & Retention, especially increasing student success and academic achievement. The Transfer Center Director has also worked with the Dean of Student Services on the Petaluma campus to insure that transfer students' needs are being met on the Petaluma campus. This partnership is in alignment with college initiative II, Multi-Campus Coordination. Enhanced transfer services will continue on the Petaluma campus during the 2014-15 academic year.

The Transfer Center will play a key role in helping to implement the recommendations outlined in the Student Success Task Force report -- specifically, those related to student success and retention as we provide assistance with major exploration, goal setting, and educational planning.

The Transfer Center's mission and efforts are guided primarily by the California Master Plan for Higher Education, the requirements of SB 121 (Hart, 1991), and the Minimum Program Standards for Transfer Centers adopted by the CCC Board of Governors in 1991. Specific resources, activities, and services established to achieve this mission have been determined and refined based on a set of best practices resulting from experiences both at SRJC and at other CCCs. Those practices are contained in the document *Transfer: Recommended Guidelines* co-published by the System Office and the CCC Transfer Center Director's Association in 2006.

1.1c Description

The Transfer Center is responsible for serving as the district-wide locus for comprehensive coordination of transfer resources, services, and activities for students interested in transferring to a baccalaureate degree program. The Center, therefore, has a number of constituencies, students foremost among them.

Transfer information resources for students include college directories, catalogs, and other materials in binders and bins, as well as electronic information via the Internet and proprietary computer programs.

Services for students include counseling, admissions advising provided by university representatives, maintenance of transfer guarantee programs, assistance with university applications, and presentations offered through English and Math classes. All of these services are made available to students at the Petaluma campus through coordination with the Counseling Department and Dean of Student Services.

Organized transfer activities offered to students include workshops, seminars, and a fall semester university fair. Beginning in 2004-05, for the first time since the establishment of the Center, activities only included one field trip to a university campus (UC Davis); and resources to restore fieldtrips have not been returned to the budget. The one fieldtrip the Transfer Center did coordinate and sponsor was subsidized by UC Davis.

A central challenge to transfer success is student awareness of the transfer process and available support services. The Center maintains a Web site with a full range of information about transfer and transfer services. The site is updated annually.

The Transfer Center Director is the primary resource for counselor training and current information related to the complexities of university admissions requirements and programs. The Director maintains an extensive portion of the electronic "binder" in order to facilitate counselors' work with transfer students. Counselors frequently access and/or direct students to the Center's web site. Orientation to the Center is provided to several Counseling classes each semester upon request.

In Fall 2007 SRJC received a grant to establish a Teacher Academy with specific focus on preparing teachers for Career Technical Education. The grant funding ended in December 2009. Given the requirement for a bachelor's degree to become a teacher, this is essentially a transfer program; and the Teacher Academy folded into the Transfer Center after the completion of their grant. The physical inclusion of the Academy in the Transfer Center occurred when student support service programs moved into the new Bertolini Student Services Center in January 2010.

Given the Center's specific focus on low-income, first-generation transfer students, it engages in extensive collaboration with Student Services programs that target that population. Cal Works, College Skills, DRD, EOP&S, ESL, MESA, Puente, and Veterans' Services are on a special distribution list, and students receiving services from those programs have priority for Center services, such as seats on the bus to UC Davis. The Center organizes workshops presented by Financial Aid and Scholarship staff.

Representation from all of these programs is included in major transfer events and the Director participates in other services' events. The Center provides information about all student services, program directors/managers serve on the Center's advisory committee, and transfer materials are distributed to their offices.

The Center also maintains a strong relationship with Articulation, that office providing coordinated information for the transfer function. The Transfer Center Director and Articulation Specialist attend university conferences and collaborate in disseminating information to students and counselors.

The Center serves as a link to other segments of the educational system. Universities depend on the Center's capacity to distribute admissions and program information to students and counselors, to facilitate their direct contact with transfer students, and to consult with them on transfer issues. The Center makes presentations to high school counselors and contributes to a newsletter for them, both activities in cooperation with the School Relations and Outreach office.

The Center serves discipline faculty by providing information about transfer major requirements, assisting in the development of Associate Degree majors, and consulting in the development of curriculum. The Director sits on the Curriculum Review and the Majors Review Committees by position.

The SRJC Transfer Center is also part of a network of transfer centers throughout the California Community College system, all connected to coordination in the System Office. The Transfer Center Director engages in exchanges of information and sharing of best practices, attends regional and statewide meetings, responds to inquiries from and provides consultation to the System Office; and submits an annual report to the System Office.

Last, as the primary Transfer Center for the District, the Santa Rosa Center coordinates transfer services for the Petaluma Campus and the Transfer Center Director works with the Dean of Student Services on the Petaluma campus to offer transfer services on that campus. A counselor from the Santa Rosa campus was re-assigned one day per week to provide additional transfer counseling and services on the Petaluma campus during the 2013-14 academic year. In developing the calendar of activities, planning services, and developing materials, the Transfer Center Director communicates with the Petaluma Counseling Department and Dean of Student Services to ensure that services are available on that campus to the extent feasible for Petaluma staff to execute. The Transfer Center Director will continue to work closely with the Dean of Student Services to ensure that transfer students' needs are being met on the Petaluma campus.

1.1d Hours of Office Operation and Service by Location

The Transfer Center is co-located with the Career Development Center, Student Employment, and Work Experience on the Santa Rosa campus. It is open Monday to Thursday 8:00 am until 5:00 pm, and Friday 8:00 am until Noon.

Staffing includes one full-time faculty Counselor/Director, one .90 FTE Administrative Assistant II, and one 20-hour student worker.

For the purposes of ensuring that staff is available to receive students at all hours of operation, the Transfer and Career Centers coordinate coverage.

In fall 2010, transfer resources were moved from a Resource Center shared by Career Development, Student Employment, Work Experience, and Financial Aid to a designated area within the Counseling Department on the Petaluma campus. The Transfer Center Director is

involved in an ongoing process to supply the resource area with transfer-related materials. The Director coordinates with the Dean of Student Services and counselors to monitor the ongoing needs of the transfer area.

With the increase in the number of transfer students taking all of their classes on the Petaluma campus, there was a need for additional specialized transfer services. A reassigned transfer counselor has conducted counseling appointments and led transfer workshops, such as Transfer 101 and university application workshops, to help fill this need. In addition, there will be a district-wide promotion of Transfer Day, which will be held on the Santa Rosa campus on September 9, 2014.

1.2 Program/Unit Context and Environmental Scan

Because of deep budget cuts to the UC and CSU systems and continued economic struggles for families across California, the Transfer Center Director anticipates a large boom of students attending Santa Rosa Junior College with transfer as their stated goal. The University of California system increased student tuition by 32% in fall 2010 and then again by 8% in fall 2011. The UC system is committed to transfer students and announced a very slight admissions increase for transfer students for fall 2013.

The California State University system made an announcement in fall 2010 that they would need to reduce their total enrollment by 40,000 students, and an additional 10,000 eligible students would be denied admissions for fall 2011. The reduction would be for both freshman and transfer applicants. Tuition for the CSU campuses has also gone up significantly over the past couple of years.

Along with admissions reductions, many families are struggling with huge financial burdens due to unemployment or under-employment throughout the state of California. Many high school graduates who traditionally would have started at a university as freshman are now opting to complete their lower-division coursework at a community college before transferring to a university.

With the decrease in freshman admissions and an increase in financial hardship for students to pay for college, community colleges are seeing an influx of students wanting to save money before transferring as junior-level transfer students to a university. With the decrease in the Transfer Center's and the Counseling Department's budgets, it will be increasingly difficult to meet the needs of the influx of transfer students, despite the very complicated nature of counseling these students. They often need more intensive assistance to help them through the transfer process. Over the past few years transfer students have found it difficult to get the transfer courses they needed to meet university requirements. This has the potential of being a huge barrier for transfer students, possibly delaying their transfer by a whole academic year, because many universities require that all major and general education requirements are met before the student is admitted.

The Transfer Center has historically had strong partnerships with many local and not-so-local UC and CSU campuses, which is where the majority of our students transfer. These partnerships included weekly or monthly visits from university representatives and Transfer Admission Guarantee programs. Because of severe cuts to the UC's and CSU's many of these schools have had to greatly reduce or completely eliminate their outreach and visits to Santa Rosa Junior College. For example, Sonoma State University, the university where the largest number of our students transfer, greatly reduced their visits to our campus and also suspended their Transfer Admission Agreement program. The TAA program guaranteed admissions to students who met certain requirements.

Associate Degrees for Transfer:

SB 1440 established the Student Transfer Achievement Reform (STAR) Act. California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing to a CSU campus, and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to a specific CSU campus.

Sixteen SRJC AA-T/AS-T degrees have been created and approved by the California Community College Chancellor's Office: Administration of Justice, Art History, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, History, Journalism, Kinesiology, Math, Physics, Political Science, Psychology, Sociology, and Studio Arts.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester units after transfer to a CSU campus.

AA-T and AS-T Goals and Continued Development:

On May 22, 2012, then Chancellor Jack Scott, issued a statewide memorandum indicating, "To spur progress toward this objective [AA-T and AS-T development], the California Community Colleges Board of Governors has adopted a goal of each college having AA-T and AS-T degrees approved by Fall of 2013 in 80 percent of the majors they offer in which there is a Transfer Model Curriculum (TMC) and in 100 percent by Fall of 2014. While this goal is ambitious, it is imperative that we move rapidly to help more students move efficiently through our two systems because too many students are being shut out by California's current budget situation."

As we move forward, it is critical that community colleges continue to develop AA-T and AS-T degrees in all 60-unit majors in which their students seek to transfer. This effort will ensure that community college students have a viable transfer pathway to CSU campuses across the state. In turn, the Chancellor's Office is requiring colleges to meet the 100 percent goal and the California State University (CSU) has committed to designate at least one AA-T or AS-T degree pathway for each major at each campus where it is offered.

SRJC met the 80% requirement by the fall 2013 deadline and is working towards meeting the 100% goal by fall 2014. Academic departments and the Majors Review Committee have been working hard to create and approve these new degrees to meet the 100% requirement by fall 2014.

2.1a Budget Needs

- *The Transfer Center has total expenditures of \$203,093.75, 0.19% of the District total.*
- *The Transfer Center has a faculty payroll of \$79,581, 0.21% of the District total.*
- *The Transfer Center has a total classified payroll of \$51,862.92, 0.29% of the District total.*
- *The Transfer Center is run by a faculty Director so there is no Management payroll.*
- *Total salary/benefits are \$194,131.14, 0.23% of the District Total.*
- *Non-personnel costs are \$8,962.61, 0.06% of the District total.*

The Transfer Center budget is very small in comparison to the overall district budget. The priorities for non-personnel budget allocations for the Transfer Center are disseminating transfer information directly to students, increasing their awareness of the services available to support transfer success, and facilitating their individual transfer progress. All resources, services, and activities revolve around that core set of purposes.

The Transfer Center Director has routinely sought supplemental support from the Articulation Office and the Counseling Department to maintain adequate services. Reductions imposed over the past several years have not been restored; and remaining resources have been re-concentrated on core priorities, requiring the elimination of visits to university campuses and greater reliance on support from the Counseling Department.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0004	Petaluma	00	00	\$1,000.00	To provide the transfer resource area in Petaluma with minimum transfer information resources---directories, reference books, major program indices, etc. (student success).

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	0.00	11.00	Provides general support to Transfer Center Director. Greets students in person and by telephone and directs them to information resources; makes appointments for counseling and university advising; answers factual transfer questions; refers students to other support services. Supervises student workers. Maintains information resources. Maintains schedule of university visits and serves as contact for university representatives. Executes arrangements for seminars, workshops, and other events. Processes flyers, announcements, newsletters; relays information to campus publications, department Web technician, counselors, and other Student Services offices. Prepares mailings and other distributions of print information. Executes purchase orders and other budget paperwork. Coordinates with Career Center staff to ensure reception coverage in shared facility.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
none	0.00	0.00	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker	20.00	10.00	Greets students and directs them to appropriate resources, makes appointments, answers phones, files transfer information, prepares mailings, makes photocopies.

2.2d Adequacy and Effectiveness of Staffing

It is anticipated that the Administrative Assistant for the Transfer Center will retire in the spring of 2014. As there are only two staff members who work in the Transfer Center, a faculty Counselor/Transfer Center Director and the Administrative Assistant, the loss of the AA will have a devastating impact on the Center. As the Transfer Center Director spends most of her time meeting with students in the Counseling Department, facilitating student workshops, or attending meetings, the Administrative Assistant is the constant presence in a Center that is already very short-staffed.

Transfer Center Administrative Assistant Duties:

Provides general support to Transfer Center Director. Greets students in person and by telephone and directs them to information resources; makes appointments for counseling and university advising; answers factual transfer questions; refers students to other support services; Supervises student workers. Maintains information resources. Maintains schedule of university visits and serves as contact for university representatives. Executes arrangements for seminars, workshops, and other events. Coordinates Transfer Day. Processes flyers, announcements, newsletters; relays information to campus publications, department Web technician, counselors, and other Student Services offices. Prepares mailings and other distributions of print information. Executes purchase orders and other budget paperwork. Coordinates with Career Center staff to ensure reception coverage in shared facility.

Without the replacement of the AA, the Transfer Center could not function because there would be no one to staff the office. In addition, Transfer Day which takes place every September would have to be cancelled because the Administrative Assistant does the majority of the planning/coordination for this large event, in consultation with the Transfer Center Director.

Need for More Staffing to Cover Transfer Services:

In addition to the replacement of the Administrative Assistant, there is a need to shift some of the Transfer Center Director duties to the Career Center manager, or possibly even hire a new manager/coordinator/specialist to oversee the daily running of the Transfer Center and the coordination of outreach, activities, and events.

The Student Success Act and its emphasis on transfer and degree completion make the visibility and effectiveness of the Transfer Center a priority in terms of Student Services planning. It is hoped that years of budget/staffing cuts can be restored and that services are expanded to meet the needs of our transfer students and to address the mandates of the Student Success Act.

Proposal:

Reassign a small portion of the duties currently done by the Transfer Center Director to the

Career Development Manager. Job duties for some staff members might change to address the growing needs of both departments and the lack of staffing to accomplish department goals.

Reassigning the coordination of the day-to-day Transfer Center activities to the Career Development Manager would make the office more efficient and would be more cost-effective since the Centers are collocated. Even with the hiring of 2 new counselors in fall 2013 the Counseling Department is short counseling faculty due to numerous retirements that have not been replaced. The reorganization of the two Centers would free-up time for the Transfer Center Director to meet with more students or focus on the increasingly complicated transfer issues that need to be addressed.

Job descriptions would be rewritten so that Career Center staff members could also cover transfer-related outreach and activities. Streamlining the administrative and student work in the office would be more efficient and cost-effective.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	02	Transfer Center Administrative Assistant II		Classified
0002	Santa Rosa	01	02		Transfer Services Advisor	Classified

2.3a Current Contract Faculty Positions

Position	Description
Transfer Center Counselor/Director (1.0 FTE)	One full-time counseling faculty director is the minimum requirement for effective coordination of transfer services, given the role of the Transfer Center as described in 1.1c above. The Director provides direct counseling for students, especially those who present particularly complicated transfer situations and are referred by general counselors, and teaches Counseling courses for transfer students. The Director must also be able to serve as a hub of information exchange, program planning, and decision-making involving the multitude of players that participate in facilitating the transfer mission of the college.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Counseling	1.0000	100.0000	0.0000	0.0000	There are no other faculty included in the Transfer Center budget. Any additional faculty resources are by assignment from the Counseling Dept.

2.3c Faculty Within Retirement Range

None of the faculty assigned to the Transfer Center are currently within retirement range. Any impact on the staffing of the Transfer Center will be determined by retirements in the Counseling Department as a whole, since additional Center faculty staffing is based on assignment by the Counseling Department. It is important for the Department to be able to continue to assign an experienced counselor with transfer expertise to the Transfer Center.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests



Faculty staffing in the Transfer Center is not subject to the recruitment of new faculty, although sufficient staffing strongly depends on the reassignment of counselors from the Counseling Department. It is absolutely essential to the transfer function that faculty assigned to the Center be experienced counselors with a strong background in the intricacies of the transfer process.

At present the Transfer Center is experiencing an inadequate staffing level, especially counseling faculty. A counselor position was assigned .50 prior to the 2009-10 academic year, .15 FTE in 2010-11, and then was completely eliminated during the 2011-12 academic year. Another adjunct counselor position was also eliminated completely in 2009. This has led to the further curtailment of services.

In fact, there is a need to develop the capacity of the Center to provide additional counseling services. The move to the Bertolini Student Center has increased the visibility of the Transfer Center and there is a need to support our completion/transfer efforts as we try to meet the Student Success Act mandates. Transfer counseling services have been eliminated in the Transfer Center and two (2) 1.0 FTE counselor positions in the Transfer Center continue to be essential, especially as the number of transfer students increases on our campus due to budget cuts at the UC and CSU, and the need to improve student success and transfer rates.

The increase of transfer students on the Petaluma Campus has created a critical need for a specialized counseling assignment. In keeping with the intent that more students be able to take 100% of their required courses on the Petaluma Campus, it is imperative that students be afforded a full complement of transfer services as described in the beginning of this review. It is necessary that there be a counselor with a 50-100% assignment to the Petaluma campus to collaborate with the Santa Rosa Director to organize services and activities, provide consultation and training to Petaluma counselors, and act as a local contact with university representatives.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	02	Counselor 1.0 FTE	There is a need to support our completion/transfer efforts and transfer rates as we try to meet the Student Success Act mandates.
0002	Santa Rosa	01	02	Counselor 1.0 FTE	There is a need to support our completion/transfer efforts and transfer rates as we try to meet the Student Success Act mandates.
0003	Petaluma	01	02	Counselor 1.0 FTE	There is a need to support our completion/transfer efforts and transfer rates as we try to meet the Student Success Act mandates.

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

No instructional equipment is being requested at this time.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	01	02	Blinds in Room 4882.	6	\$500.00	\$3,000.00	Nicole Corcoran	4882	Nicole Corcoran

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	Other	00	00	Unknown			\$0.00	

2.5b Analysis of Existing Facilities



The Transfer Center moved to the new Bertolini Student Center in January 2010 which at the time was adequate for our needs. In the summer 2013 the Disability Resources Department moved into the 3rd floor East space formerly occupied by Work Experience and the Career Development Center. Those two departments moved into office space that was formerly occupied by Transfer Center and Puente faculty and staff, and university representatives.

There is now a lack of space for transfer services at a time when transfer services should be expanding to better serve our transfer students, increase our transfer rates, and meet the mandates of the Student Success Act. In the office reorganization, the Transfer Center lost office space for a transfer counselor/specialist and also an office for university representatives to meet with students, in addition to storage space. The desk and work area for the manager of the Work Experience Department is now located out in the open directly outside the office of the Transfer Center Director. This is less than an ideal set up since conversations travel into the Transfer Center Director's office even when the door is completely closed which makes it very hard to concentrate and hold meetings in the office.

The Student Success Act and its emphasis on transfer and degree completion make the visibility and effectiveness of the Transfer Center a priority in terms of Student Services planning. It is hoped that the Transfer Center does not become marginalized over time. There are shared concerns that the Transfer Center will lose its identity and role with the college community. This is coming at a time when both the Transfer Center and the Career Center services should be enhanced and spotlighted.

3.1 Develop Financial Resources

Transfer Achievement Program

The Transfer Achievement Program is a comprehensive support program designed to assist under-represented students who are planning to transfer to a four-year college or university. The goal is to facilitate a smooth transition from SRJC to a four-year institution and increase the number and proportion of underrepresented students who commit to transfer as their educational goal and achieve this goal. Through coordinated efforts with the Transfer Center, SRJC campus community, and 4-year universities, students will receive intensive services to help them succeed. Some of these services include monthly meetings with a counselor dedicated to this program, participation in a learning community, workshops, fieldtrips, and possibly a monetary stipend for participation in the program.

Transfer Academy

Participation in Santa Rosa Junior College's Transfer Academy assures students of transfer in a timely manner. Students will have access to a number of campus resources to ensure student success and facilitate a smooth transfer process. Through their engagement with the program, faculty and staff, Transfer Academy participants will utilize the knowledge and skills to ensure

their success at Santa Rosa Junior College and fast track their transfer to the college/university of their choice.

As part of the Transfer Academy students will receive the following benefits:

- Personalized updates on transfer activities – be the first to receive updates from colleges/universities that they are interested in and be in the loop on SRJC Transfer Center events.
- Guaranteed classes students’ first year- students will be a member of a learning community.
- Transfer agreements with partner institutions – Counselors will set students up with an educational plan to secure their transfer to the college/university of their choice.
- Academic, Personal & Career Counseling – through their participation in the Transfer Academy, students will have their own Counselor assisting them through the transfer process.
- Financial Aid and Scholarship Assistance – attend workshops to learn about applying for financial aid and find out how to apply for transfer scholarships.
- Transfer Workshops – attend monthly workshops by SRJC and partner college/universities.
- Priority registration for college/university tours –fieldtrips to public and private universities.
- Assistance with the application process – receive personalized counseling in preparing applications for university admissions.
- University Representative Appointments – visit one-on-one with college/university representatives to learn about prospective transfer institutions.
- Receive personalized mentoring and support – via students’ participation in the Transfer Academy, students will make a host of contacts with faculty and staff to support their successful transfer.

3.2 Serve our Diverse Communities



The Transfer Center actively encourages the hiring of a diverse classified and student staff. In recruiting student workers the Center has successfully sought those who are representative of diverse populations---ethnically underrepresented, disabled, and re-entry students. During the hiring process, every effort is made to hire staff who represent the academic, ethnic, cultural, socio-economic, disability, gender, age and sexual orientation of the SRJC student population as a whole.

It is the mission and practice of the Center to specifically target those socioeconomic groups of students who are underrepresented at the university level. It is a consistent priority to continuously assess the needs of those students and provide services designed to address those needs.

3.3 Cultivate a Healthy Organization



Classified staff are encouraged to attend Staff Development activities and are provided with time during the regular work day to participate in classes, workshops, or other learning experiences.

The Transfer Center Director attends regular trainings offered through the Staff Development office, in addition to yearly conferences related to transfer and counseling.

3.4 Safety and Emergency Preparedness

With the move to the Bertolini Student Center in January 2010, there is a pressing need for injury/illness prevention and safety and evacuation trainings for staff members.

Building	BSC Area	ASC Area	Name	Department	Responsible Area	Management Support
Bertolini Student Center	Bertolini Student Center	3rd Floor	JoAnn Olsen	Disability Resources	3rd floor, East	Marty Lee

3.5 Establish a Culture of Sustainability

The Career/Transfer Center recycles all office materials -- paper, cans, ink cartridges, etc. We are located in the Bertolini Student Center which was built to maximize energy efficiency and conservation.

4.1a Course Student Learning Outcomes Assessment



N/A

4.1b Program Student Learning Outcomes Assessment

N/A

4.1c Student Learning Outcomes Reporting

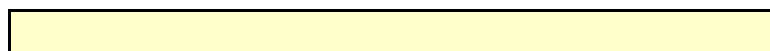
Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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Service/Program	Teacher Prep Seminar	Fall 2005	Spring 2010	Fall 2010
Service/Program	Transfer Center SLOs	Spring 2010	Summer 2010	Fall 2010
Service/Program	Transfer Center SLOs	Spring 2011	Spring 2011	Fall 2011

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Transfer Center (service)		X		X	X		X	X	X	X	X	X				X

4.2b Narrative (Optional)



Direct measurement of student learning in Transfer Center workshops and seminars has been conducted for many years through the use of evaluation forms. In 2006 those evaluations were revised to directly assess specific learning outcomes which the presentations were intended to produce. Students were asked to indicate the extent to which they had acquired specific information about or increased understanding or awareness of the transfer process in relation to the content of the presentation. Each evaluation also provided a comments section for students to volunteer information not covered by the specific items. The evaluations were analyzed for evidence of any areas for which students reported weak learning outcomes. Adjustments are made in the content, format, or methodology used for the presentation as necessary to address reported learning issues or suggestions made by students.

Transfer Center student learning outcomes were revised fall 2009 after a consultation with the Project Learn committee confirmed that changes needed to be made. New SLO's were written and approved and assessments of two of the SLO's were conducted during the spring 2010 and spring 2011 semesters.

5.0 Performance Measures

As part of a Student Services project to report demographic characteristics and selected outcomes for discreet groups of enrolled students as compared to the total district population, students who visited the Transfer Center (Transfer Center Cohort) during AY 2012-13 were chosen as a comparison group.

The table that follows shows the data with the following notable highlights about how the Transfer Center Cohort compare to the general district population:

- Very many more of the cohort were under age 20, significantly more age 20 - 24, far fewer 25 or older.
- Almost 60.72% of the cohort were recipients of financial aid.
- Significantly more of the Transfer Center Cohort who enrolled in Fall 2012 continued in Spring 2013 (93.53% for Transfer Center Cohort compared to 69.21% for the general student population)

	Transfer Center 2012-13	Unit totals	Unit %	District Total	District %
GENERAL DATA					
	Total Students	1395	100	37335	100
	Enrolled in CREDIT	1390	99.64	32,338	86.62
	Is English Primary Language?				
	YES	1196	85.73	29950	80.22
	NO	195	13.98	7092	19.00
	Unknown	4	.29	293	.78
	Enrollment Location				
	Online Courses Only	6	.43	1890	5.06
	Santa Rosa Campus only	998	71.54	19666	52.67
	Petaluma Campus ONLY	19	1.36	3568	9.56
	Other Only	3	0.22	5704	15.28
	Santa Rosa & Petaluma	303	21.72	4597	12.31
	Santa Rosa and Other	51	3.64	1399	3.75
	Pet &RP, Pet & Sonoma	0	0	0	0
	SR, Petaluma, Other	17	1.22	325	.87
ACCESS					
	Gender				
	Female	797	57.13	19824	53.10
	Male	576	41.29	16711	44.76
	Unknown	22	1.58	800	2.14
	Age Group				
	< 20	438	31.40	7901	21.16
	20 - 24	605	43.37	11354	30.41
	25 - 29	146	10.47	5280	14.14
	30 - 34	77	5.52	3228	8.65
	35 - 39	41	2.94	2086	5.59
	40 - 49	48	3.44	33203	8.89
	50 +	40	2.87	4166	11.16
	Unknown	0	0	0	0
	Race/Ethnicity				
	African-American	40	2.87	906	2.43
	Asian	85	6.09	1388	3.72
	Filipino	16	1.15	295	0.79
	Hispanic	424	30.39	10972	29.39
	Native American	8	0.57	305	.82
	Other Non-White	0	0.00	0	0
	Pacific Islander	5	0.36	152	0.41
	White	702	50.32	19733	52.85
	Multiple Ethnicities	54	3.87	1413	3.78
	Unknown	61	4.37	2171	5.81
	Disability				
	Primary Disability	124	8.89	2061	5.52
	Secondary Disability	50	3.58	884	2.37
	Dept of Rehabilitation	6	0.43	75	0.20
2012-13					
ACCESS - continued					
	Financial Aid				
	Not Received	548	39.28	24071	64.47
	Received	847	60.72	13264	35.53
	BOG Waiver	841	60.29	13127	35.16
	PELL Grant	414	29.68	4771	12.78
	Other	164	11.76	1517	4.06
PROGRESS					
	Persistence				

	Enrolled in Fall	1330		26378	
	Persisted to Spring	1244	93.53	18257	69.21
	Course Completion				
	Degree Applicable				
	Attempted	9927		110581	
	Successful	8347	84.08	80849	73.11
	Basic Skills				
	ESL				
	Attempted	37		1813	
	Successful	34	91.89	1429	78.82
	English				
	Attempted	96		1705	
	Successful	70	72.92	1110	65.10
	Math				
	Attempted	110		2173	
	Successful	81	73.64	1481	68.15
ACADEMIC SUCCESS					
	Degree	276	19.78	1530	4.10
	Certificate	20	1.43	572	1.53
Workforce Development					
	Apprenticeship (SAM- A)				
	Attempted	0		156	
	Successful	0	0	144	92.31
	Adv. Occupational(SAM- B)				
	Attempted	66		1512	
	Successful	54	81.82	1310	86.64
	Clearly Occ. (SAM-C)				
	Attempted	1058		30.385	
	Successful	893	84.40	23962	78.86

**The Transfer Center is an integral component of the Counseling Department. Data outcomes are also affected by services provided by the general Counseling Department as a whole. Budget cuts to the Counseling Department greatly affect transfer students on the Santa Rosa Junior College campus and could potentially skew the data results of the Transfer Center. Transfer success is a process that is facilitated both by the Counseling Department and the Transfer Center. It's hard to accurately interpret data since results are dependent on all student service groups working towards student and transfer success.

SRJC Transfer Rates

Flow of Transfer Students from Santa Rosa Junior College to the UC, CSU, and Independent Colleges and Universities 1990-91 through 2012-13.

	University of California		California State University		Total UC/CSU	California Independent Schools	TOTAL
	Fall	Full Year	Fall	Full Year			
1990-91	176	212	614	856	1,068	23	1,091

1991-92	153	186	598	916	1,102	26	1,128
1992-93	153	186	568	690	876	46	922
1993-94	147	182	635	845	1,027	35	1,062
1994-95	165	182	600	894	1,076	32	1,108
1995-96	145	181	643	940	1,121	21	1,142
1996-97	156	176	578	812	988	29	1,017
1997-98	173	186	518	775	961	92	1,053
1998-99	178	197	530	817	1,014	45	1,059
1999-00	168	207	651	940	1,147	60	1,207
2000-01	203	225	603	846	1,071	79	1,150
2001-02	187	211	621	880	1,091	59	1,150
2002-03	165	193	605	830	1,023	17	1,040
2003-04	177	194	612	829	1,023	20	1,043
2004-05	194	217	572	895	1,112	24	1,136
2005-06	180	193	584	884	1,077	35	1,112
2006-07	191	222	662	911	1,132	39	1,171
2007-08	165	194	720	975	1,169	32	1,201
2008-09	164	183	573	758	941	42	983
2009-10	193	215	533	581	796	No data available	796*
2010-11	----	294	709	894	1188	No data available	1188*
2011-12	---	261	---	801	1062	No data available	1062*
2012-13		255		722	977	No data available	977*

*Data for independent colleges are incomplete as not all schools have responded and supplied data. There is no reliable means of determining the number of transfer students to out-of-state colleges and universities.

Transfer Applicants to the University of California: 2011-12

In the 2011-2012 year, 78.2% of SRJC applicants to the University of California were accepted. That ranks SRJC #3 out of all California Community Colleges, after Coastline (80% admitted) and Mendocino (78.9% admitted).

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	01	02	Update the Transfer Center website to provide more transfer-related information in video format so students can view workshops online.	Work with the Counseling Department, IT, and Media Services to record and upload videos to the Transfer Center website.	Fall 2013-Spring 2014	Due to staffing shortages and a leave of absence, this project was not completed.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	<p>Data was pulled to analyze the persistence and course completion of a Transfer Center student cohort. In addition, transfer student appointment data was pulled from the Counseling Department to see how many transfer students were served in 2012-13.</p> <p>The Transfer Center is an integral component of the Counseling Department. Data outcomes are also affected by services provided by the general Counseling Department. Budget cuts to the Counseling Department and reductions in the class schedule greatly affect transfer students on the Santa Rosa Junior College campus, and could potentially skew the data results of the Transfer Center. Transfer success is a process that is facilitated by the Counseling Department and the Transfer Center. The Transfer Center is working closely with the Counseling Department to streamline transfer services and to offer more group experiences for our transfer students. Group experiences will become more prevalent if budget cuts become more severe.</p> <p>In addition, some of the services offered through the Transfer Center, such as university representative appointments and presentations have been greatly reduced because of budgetary cutbacks at the universities. Many universities have had to eliminate community college outreach because there is no money to pay for these visits.</p> <p>SRJC's transfer numbers have dropped slightly over the past couple of years. We had 261 students transfer to the UC system and 801 to the CSU for a total of 1062 transfer students in 2011-12, and 255 students transfer to the UC system and 722 to the CSU for a total of 977 in 2012-13. Both of these university systems have greatly increased their fees over the past couple of years which has been a financial barrier for many students. Some transfer students might have decided to transfer out-of-state or to independent universities, although there isn't a way to track student transfer to out-of-state or independent universities at this time. A huge concern is that the reduction of services and staffing in the Transfer Center has weakened our ability to serve transfer students, which has led to a decline in our transfer rates.</p>

6.2b PRPP Editor Feedback - Optional

This next Academic Year will prove to be one of transition for the Transfer Center. The move of DRD into the third floor of the Bertolini Student Center may result in a different flow of student traffic and competition for program space. The Student Success Act and its emphasis on transfer and degree completion make the visibility and effectiveness of the Transfer Center a priority in terms of Student Services planning. It is hoped that the Transfer Center does not become marginalized over time. There are shared concerns that the Transfer Center will lose its identity and role with the college community. This is coming at a time where both the Transfer Center and the Career Center services should be enhanced and spotlighted.

From a long term planning perspective it is well known that a new STEM building will eventually house a MESA program facility. It is this writer's belief that the current MESA program facility in Bertolini should become the Transfer/Career Center. The relocation of those programs and services would allow some expansion of DRD into the space vacated and would re-establish the District's commitment to both transfer degree completion and CTE certificate achievement.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Update the Transfer Center website to provide more transfer-related information in video format so students can view workshops online.	Work with the Counseling Department, IT, and Media Services to record and upload videos to the Transfer Center website.	Fall 2014- Spring 2015	Video recording equipment and technical assistance. There will be no cost to the district, except for employee time needed to complete this project.