

## 2013-14 Program Review

Name of Program: Transfer Center  
 Name of Unit: Counseling and Student Success  
 Name of Area: Student Services  
 Date Completed: 10/2/2013

### Program's Mission Statement

The Rio Hondo College Transfer Center mission is to ensure a campus-wide transfer culture by providing comprehensive support services and resources as well as counseling services to empower students seeking to transfer to four-year institutions.

#### Program Overview:

The Transfer Center provides up-to-date information about transferring to four-year institutions to students, counseling faculty, and staff, as well as coordinates various activities, resources, and services that support the transfer process. The Transfer Center is designed to assist students with the transferring process to four-year institutions including: public, private and out-of-state. The functions and services offered through the center include, but are not limited, to the following:

- Individual counseling
- Drop-in advisement
- Application workshops
- University transfer fairs
- College campus tours
- Transfer admission workshops
- Class presentations
- University application workshops
- Personal statement workshops
- EOP transfer workshops
- Transfer information website
- Annual Transfer Conference
- Computer resource lab
- Library of college admission materials
- Summer Residential Program at UCI
- Individual appointments with university representatives
- Transfer Admissions Guarantee agreements with UCs, CSUs and privates

Title V advises community colleges to recognize transfer as one of its primary missions,

placing emphasis on the preparation and transfer of underrepresented students. The RHC Transfer Center is especially committed to help increase the transfer rates of underrepresented students to institutions of higher learning.

To better assist students who wish to transfer to a four-year institution, the Transfer Center has adopted the following major functions from the California Community College Transfer: Recommended Guidelines:

- Serve as the liaison office between the college and baccalaureate-level colleges and universities in regard to student admission policies and requirements.
- Answer inquiries from the public, the press and researchers regarding the college's transfer program.
- Work toward changing campus policies and procedures that act as barriers to transfer.
- Handle complex transfer cases referred to the Transfer Center by administration, counseling faculty or instructional faculty.
- Develop marketing strategies to promote transfer as a viable educational goal for all students including low-income, disabled, and first-generation college students.
- In combination with the Counseling Office, provide potential transfer students with an academic plan, which includes the selection of courses required for university admission, general education options, and major preparation.
- Encourage participation in transfer programs that support academic planning such as transfer admission guarantees, cross enrollment, and the utilization of course articulation information to ensure course transferability.
- Work with baccalaureate-level universities to develop and coordinate collaborative transfer programs.
- Provide computer access to students for transfer research and the submission of university applications.
- Develop a calendar of Transfer Center activities which includes coordinating transfer awareness workshops and university tours.
- Maintain a library of transfer materials for student and counselor research.
- Assist students with their transfer plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs and personnel to ensure a smooth transition to four-year campuses.
- Provide advocacy for students who believe their denial of admission from a baccalaureate-level university to be unfair or incorrect.

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## Program's Overarching Outcomes - SLOs / SAOs

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### SLO Report – Fall 2011

Students will be able to complete the application process to a California State University and/or the University of California.

#### Data Summary:

Students will be able to access and entirely complete an online application to a CSU or UC (Benchmark: 80%)

Proficient: Students were able to fully complete an online application (193 students-85.4%)

Not Proficient: Students were unable to fully complete an online application (33 students-14.6%)

Benchmark Achieved

**Assessment Method:** Students were given a pre-test and post-test in which the same 3 questions were asked at the beginning and end of a UC and CSU application workshop. The pre-test determined if the student had any knowledge of logging on to the online application and if he or she was familiar with CSU Mentor or UC Pathways. The post-test determined a student's full knowledge of CSU Mentor or UC Pathways. This was determined by the students who completed the online application in its entirety for either UC or CSU. This was the first time all students attended an application workshop.

**Inferences:** It was found that 85.4% of the students that attended a CSU or UC application workshop were determined proficient. Out of the 226 students that attended a workshop, 193 were able to independently complete an online application to either UC or CSU. As a result of the students attending an application workshop it is assumed that they will be more prepared and will accurately complete a CSU or UC online application. From the pre-test given, 89% of students did not know how to apply online and were not familiar with CSU Mentor or UC Pathways. The post-test indicated that 97% of the students were able to logon to the online application. Some factors that attributed to the 14.6% who were not proficient were language barriers, not enough computer knowledge, late arrival to the workshop, or students not grasping the information provided.

**Action Plan:** The Transfer Center will continue to offer workshops at various times to accommodate students. The Transfer Center will offer specific counseling time in which students can have their applications reviewed. Based on quality control and SLO workshop discussion groups, the SLO for the Transfer Center will be revamped for the year 2012-13.

### SLO - Fall 2012

Students will complete the application process to a CSU or UC.

**Assessment Method:** Observation will be conducted and recorded at all CSU and UC application workshops.

### SLO - Spring 2013

Transfer students will demonstrate knowledge of general education and major preparatory requirements needed for transfer.

Assessment Method: A questionnaire of 5 questions will be given to each student after each counseling appointment.

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## Program's Characteristics, Performance and Trends

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### CHARACTERISTICS:

Rio Hondo College recognizes transfer as one of its primary institutional goals and toward that end the Transfer Center provides resources and support services for students considering transfer to a four-year institution. The center helps students enhance their self-knowledge and refine their skills in seeking and processing information, analyzing transfer concerns, formulating creative solutions, and helping them choose the most favorable transfer option.

The Transfer Center: maintains a library of college catalogs, brochures, and guides, provides Internet access and specialized programs for college research and applications, hosts college representatives and transfer fairs, sponsors transfer-related workshops and schedules university tours. In an effort to increase transfer rates, particularly among underrepresented student groups, the Transfer Center works closely with other student services and instructional programs (EOPS, MESA, Puente, Summer Bridge, Honors, First-Year Experience) and participates in on-campus outreach activities to promote transfer awareness and opportunities.

To strengthen the transfer function, the center provides the following services on an annual basis:

#### University Representative Visits:

\*Representatives meet with students individually to explore, discuss, and solidify their transfer plans.

\*Representatives visit classrooms to present and share transfer opportunities, new programs, and relevant information for students' consideration and evaluation.

#### Workshops:

Workshops are coordinated throughout the year to better support and enrich students' transfer experience. Students attend workshops to better inform themselves of transfer requirements, explore possible majors/universities, and prepare them to meet transfer requirements and deadlines.

#### Topics include:

- Transfer Pathways
- CSU Application
- UC Application
- Tips for the UC Personal Statement
- TAG Workshop
- Application Panic Room
- Application Assistance/Help
- You applied...What's Next?
- CSU-EOP Application Workshop

- A Degree with a Guarantee – Preparing for the CSU
- Transfer 101: How to prepare for more than one university

#### University Campus Tours:

\*University trips facilitate campus exposure for prospective students through campus visits which include a tour, workshop, and campus life experience.

\*An effort is made to visit all local CSU and UC campuses to include the following:

- UCLA
- UC Irvine
- UC Santa Barbara
- CSU Los Angeles
- CSU Dominguez Hills
- CSU Fullerton
- CSU Long Beach
- Cal Poly Pomona
- USC
- University of LaVerne
- Whittier College

#### Transfer Library:

The library consists of college catalogs, pamphlets, view books, transfer guides, and university DVDs. The library also includes reference guide sheets such as general education patterns, degree guides, and major preparation.

#### Transfer Conference:

The conference is designed to increase transfer awareness and provide students with enriched transfer information. This conference is offered in the fall semester in which students will attend various workshops, meet with university representatives, and listen to panel discussions - all designed to get students on track to transfer to a four-year university .

#### Class Presentations:

Class presentations occur in the fall and the spring semesters to acquaint students with the Transfer Center resources, programs and services, specific transfer related topics, and transfer admission requirements.

#### Transfer Website:

The website provides accurate and timely information about all programs and services offered in and through the center. Through this site, students may:

- \*Access current information about transfer events
- \*Learn about the transfer programs such as Transfer Admission Guarantees
- \*Find direct links to CSU and UC admission websites
- \*Learn about transfer programs at RHC such as MESA and the Honors Transfer Program
- \*Access the CSU-GE and IGETC patterns and the AA-T/AS-T degree requirements
- \*Ask questions through the online counseling feature

#### Transfer Fairs:

A transfer fair is an annual event that showcases various four-year institutions. The college fair is attended by more than 40 regionally accredited universities representing institutions throughout southern California and beyond. It gives students the opportunity to explore and learn about transfer options, admission requirements, financial aid, and major information to

better assist them in their transfer process. Transfer fairs are held during the fall and spring semesters, respectively.

#### Transfer Celebration:

The Transfer Center honors and celebrates transfer student achievement as well as degree completion. The Transfer Center collaborates yearly with six student programs (TRiO, CALWORKs, EOPS/CARE, Veterans, Honors Transfer Program, and MESA) to plan a transfer celebration in the month of May.

#### Summer Student Transfer Institute at UCI:

SSTI is a unique residential program, made possible through collaboration between Rio Hondo College and UCI's CFEP Community College Programs. Participants stay at the UCI dorms and can complete an intensive UC transferable course in 10 days. In addition, students have access to UCI computer and library facilities.

#### Transfer Admission Guarantees (TAG):

TAGs were created as a guarantee admission program for students. TAG applications provide students a competitive edge for admission into a selective major. Currently, Rio Hondo College has TAG agreements with all seven UC participants, California State University, Dominguez Hills, and Whittier College.

#### Drop-in advisement:

Students who have basic transfer questions or need to conduct transfer research can drop-in and see the Transfer Assistant. Transfer admission advisement is available to students without an appointment

#### Counseling:

The Transfer Counselor/Coordinator provides students with half-hour appointments to assist students with appropriate course selection necessary for transfer preparation including the completion of all necessary basic skills courses, completing student educational plans which include the selection of major preparation and general education courses and ensuring the completion of all transfer requirements, use articulation agreements to evaluate all previously attempted coursework, make referrals when necessary, offer career and personal counseling, assist students with applications and other transfer-related programs.

The Transfer Center Counselor/Coordinator also meets with counselors on a bi-weekly basis to provide informational updates on new and changing transfer requirements, announce transfer activities, university programs, conferences, and conducts various student case studies. It is critical that students be kept apprised of changing transfer requirements and the impact these changes might have on their education plans.

#### The Transfer Center is staffed by:

Full-time Tenure-Track Counselor/Coordinator (faculty/10 month) – Dianne Holcomb

Full-time Student Services Assistant (classified/12 month) – Jose Lara

Full-time Clerk II (classified/11 month) – Aracely Tamayo

The Transfer Center is part of Counseling and Student Development Division. In spring of 2012, the Transfer Center relocated to the Student Services Building, Room 250 and merged with the Career Center. The Career & Transfer Centers function independently from one another but collaborate on some events such as the Transfer & Career Conference.

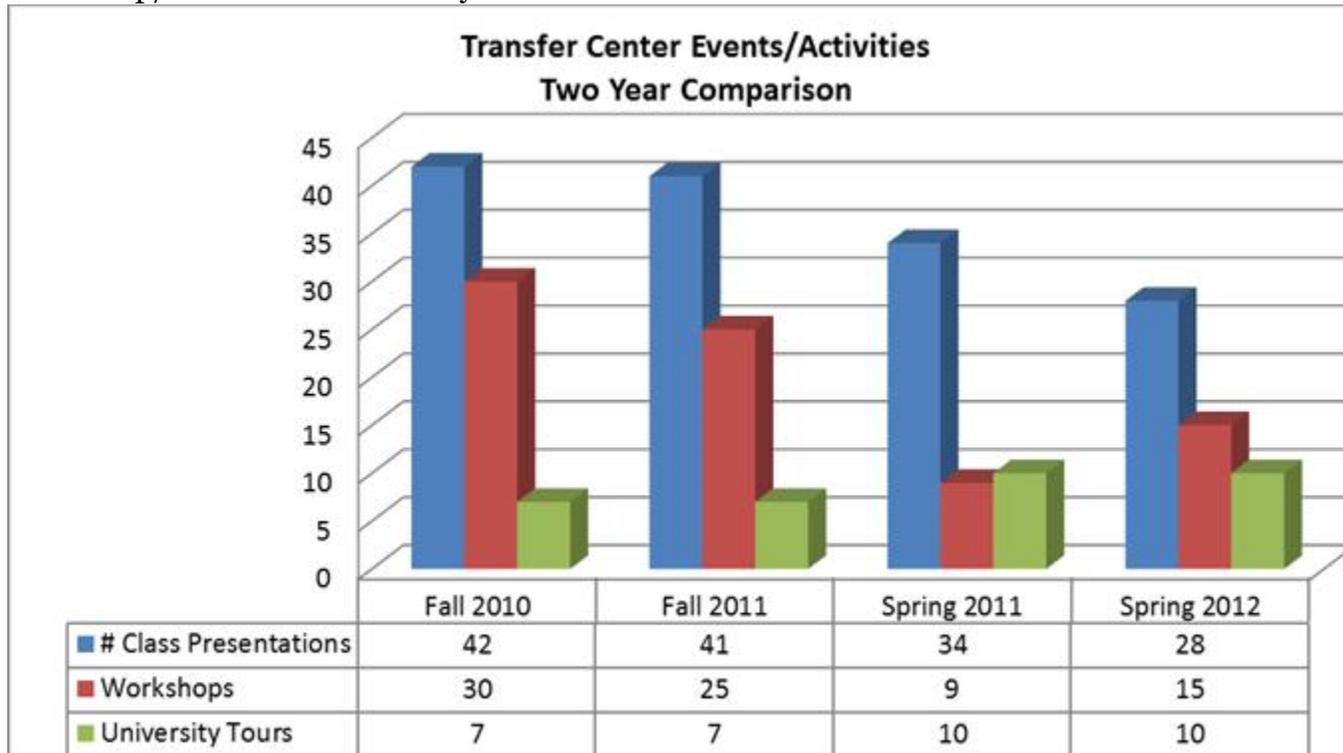
## PERFORMANCE:

Transfer Center continues efforts to develop and maintain meaningful partnerships across the campus and with four-year institutions. Through successful collaboration with faculty, staff, student organizations and university personnel, the Transfer Center offered a comprehensive array of services intended to support students' needs for transfer guidance and assistance.

Approximately 3,000 students visit the Transfer Center yearly, this includes students who walk-in to ask questions, utilize the lab, schedule an appointment, inquire about transfer information or see the counselor during drop-in times. During the academic year 2011-12, activities included 70 class presentations to 1,782 students; two college fairs and four campus outreach events; 17 university campus tours serving 339 students; 80 visits by 16 university representatives, a transfer conference with 257 student participants, and a transfer/degree completion recognition celebration recognizing 185 students. The transfer counselor certified 209 students on CSU-GE and IGETC and conducted 404 student appointments.

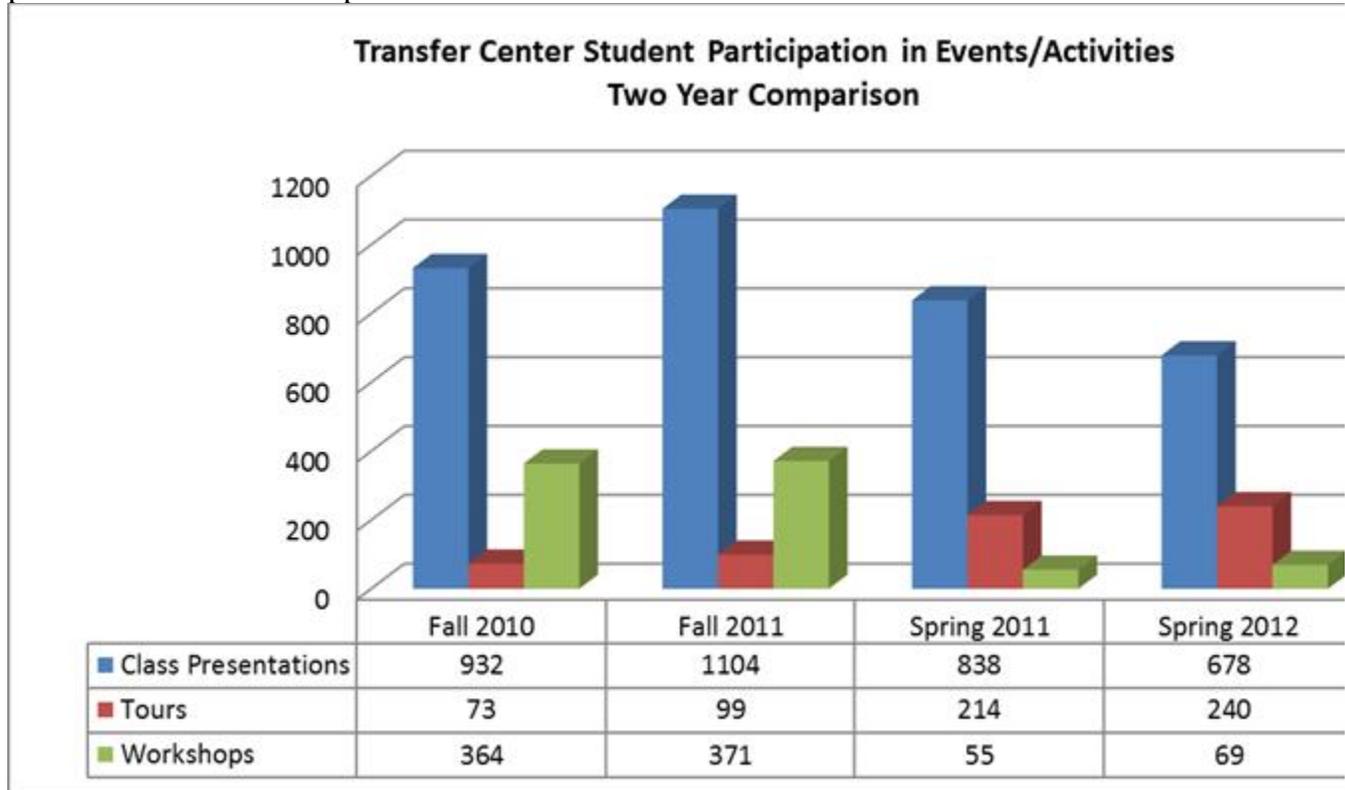
Class presentations have remained constant over the past two years. In the spring the number of class presentations decreased, this is proportionate to faculty request. Workshops decreased in spring 2011 due to the Transfer Counselor/Coordinator being on maternity leave. The number of tours has remained the same throughout the past two years.

Workshop/events coordinated by the Transfer Center are listed in the table below:

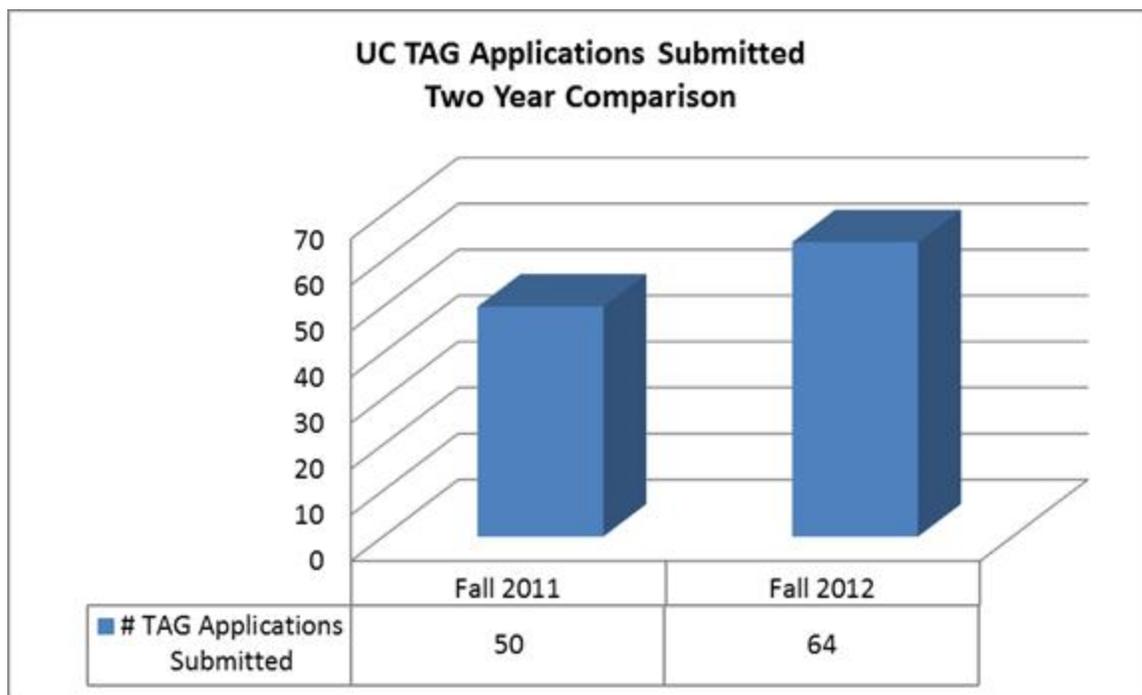


Workshops have been successfully attended. Fall 2010 and 2011 show a high volume of student attendance, this is due to the fact that October and November is transfer application season. Data indicates that the Transfer Center reaches out to more students through class

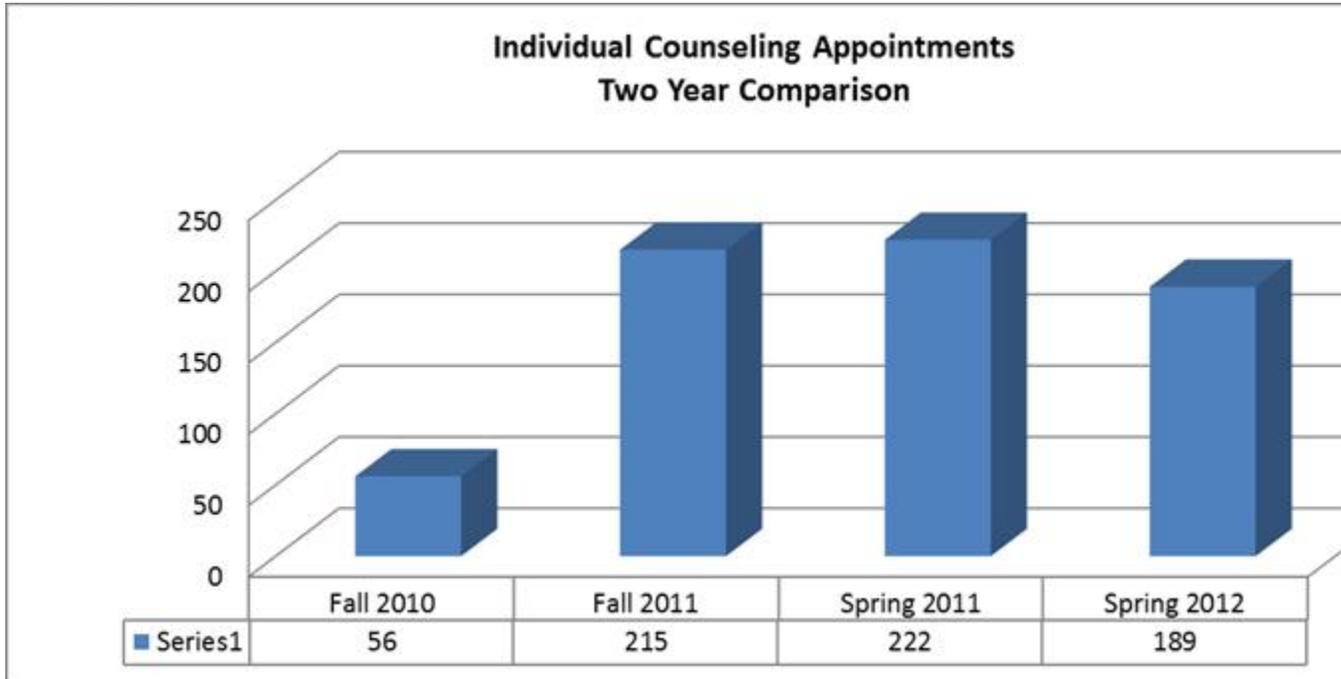
presentations. Workshop attendance data are listed in the table below:



The number of TAG applicants increased from fall 2010 to fall 2011. The data for the number of students who participated in a UC TAG is shown in the table below:



From 2010-2012, numbers have remained relatively steady with the exception of fall 2010 while the Transfer Counselor/Coordinator spent several months on FMLA. However, these figures remain only a fraction of the overall RHC student population intending to transfer. This suggests that while the center continues to serve efficiently based on its level of resources, with an additional transfer counselor the center will be able to increase the number of counseling appointments in hopes to represent the overall RHC student population intended to transfer.



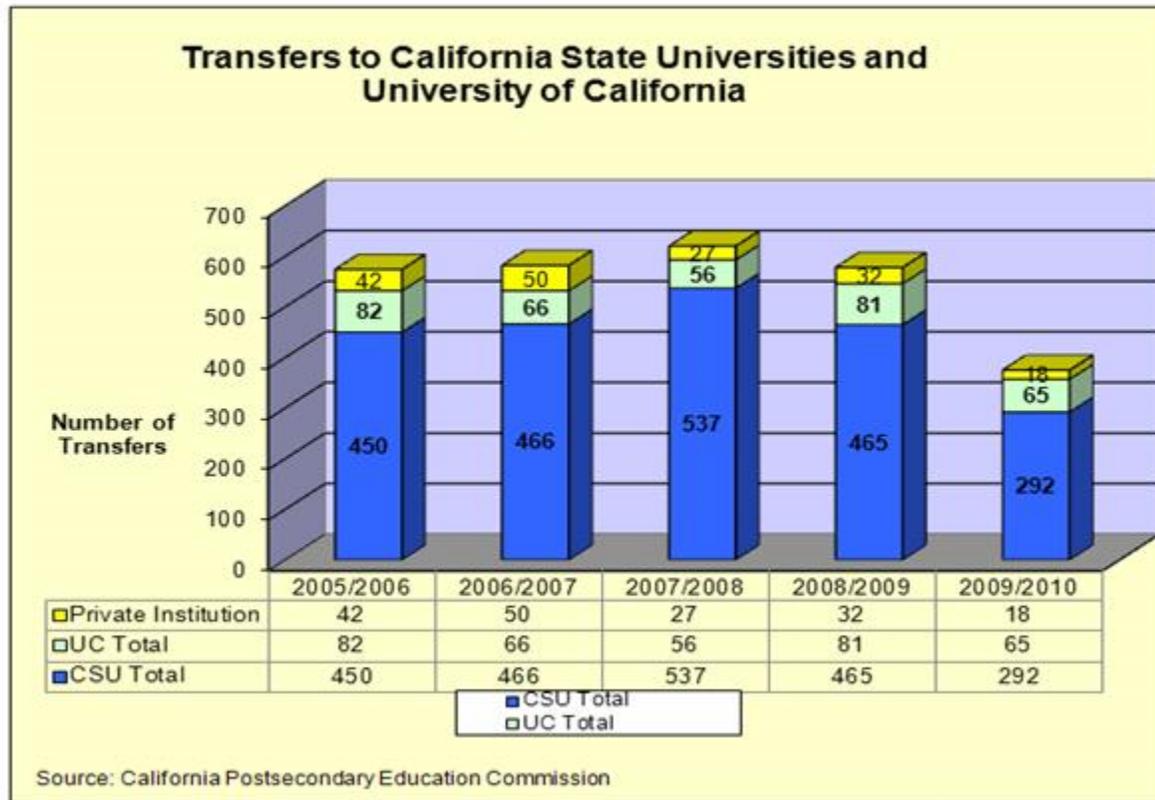
## TRANSFER TRENDS

RHC continues to prepare students for transfer to CSU and UC. As outlined below, students tend to apply primarily to our local feeder school, Cal State LA, where impaction restrictions do not apply. There was a significant increase in transfers to Cal State LA in 2010 and a significant drop in transfers to Cal State Fullerton. This was the year that Cal State Fullerton declared impaction imposing high admission requirements at mid-year to students from their non-local areas. The Transfer Center has maintained a close relationship with Cal State Fullerton since, allowing counselors to stay abreast with admission changes. Transfers to Cal Poly Pomona have remained steady over the past five years. They continue to be a non-impacted campus with only impacted majors. Due to the partnership with Cal State Dominguez Hills, which guarantees admission to eligible students, transfers to Cal State Dominguez have increased over the past three years.

Transfers to the UC system have decreased since 2011. There has been a significant drop in transfers to UCLA and a steady increase to UC Berkeley. UCLA has imposed competitive admission requiring students to complete all major preparatory courses with at least a 3.7 grade point average. Transfers to UC Irvine are slowly increasing while transfers to UC San Diego and UC Santa Barbara are slightly decreasing.

Overall the Transfer Center has ensured that students are obtaining up-to-date admission

information to better prepare them for transfer. Working relations with the CSUs and UCs allows for the counselors to stay abreast with admissions changes to better inform students.



RHC has made a commitment to provide the necessary resources to students whose goal is to transfer to a four-year institution. The table below indicates that 65% of first-time students and 47% of general applicants indicated transfer as goal for fall 2012. More than half of the students attending RHC have an interest in transferring.

The Transfer Center continues to provide the necessary tools to ensure a smooth transfer process. It is recommended that transfer should be embedded in all college major initiatives such as budget, financial aid, degree and course development, and institutional goals. RHC continues to provide the resources to have a comprehensive and robust Transfer Center with very limited staff. The Transfer Center is currently staffed by a Student Services Assistant and a Transfer Counselor/Coordinator, in order expand on the services provided by the Transfer Center, to meet the needs of incoming students, RHC would have to provide the center with a transfer counselor and re-classify the student services assistant position to educational advisor.

As part of the matriculation process, prospective RHC students are asked to indicate an educational goal when completing the application. Students choose from a range of options and within these options more than 50% of incoming students indicated transfer with an Associate's Degree as a goal. The table below show the majority of students indicating transfer as a goal.

**Educational Goals of RHC Applicants (2/21/2012 to 8/18/2012)**

Goal Marked on CCC Apply	Count	Percentage
Associate & Transfer to 4-year	9455	35%
Transfer to 4-year w/out Associate	3078	12%
All Other Goals	14185	53%
<b>Total</b>	<b>26718</b>	<b>100%</b>

Data Source: XAP Control Center

**Educational Goals of First-Time RHC Students (Fall 2012)**

Goal Marked on CCC Apply	Count	Percentage
Associate & Transfer to 4-year	1899	50%
Transfer to 4-year w/out Associate	572	15%
All Other Goals	1304	35%
<b>Total</b>	<b>3775</b>	<b>100%</b>

Note: 407 first-time RHC students did not mark an educational goal and are not included in this table.

Data Source: Banner/Cognos

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## Program's Strengths

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\*The Transfer Center continues to serve over 6,000 students yearly.

\*Services provided to students continue to be prompt, helpful, responsive, relevant, and efficient.

\*Counselors are well informed of the transfer process and are capable of assisting students in transferring.

\*College representatives from local four-year institutions continue to visit the Transfer Center to meet with students on a one-on-one basis.

\*The transfer fairs continue to provide representatives from over 40 universities.

\*RHC has Transfer Admission Guarantees with seven UC campuses (Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz), one CSU (Dominguez Hills), and one private college (Whittier College).

\*The center continues to provide current and accurate educational transfer information to students yearly.

\*Collaboration continues with the Marketing Department to create flyers, guides and

brochures to promote transfer.

\*Collaboration with MESA, Honors, Veterans, EOPS, CalWORKs, and TRiO, allows for a successful transfer celebration to recognize students who transferred and completed an Associate's Degree (185 students were honored in spring 2012).

\*Transfer workshops continue to be successfully attended serving over 400 students yearly.

\*Campus tours and class presentations allow students to familiarize themselves with the transfer process.

\*Opportunities for staff development are well encouraged and supported (i.e. counselor conferences).

\*A Transfer Conference is organized each fall, offering various transfer preparedness workshops. A career component will be added to this year's Transfer Conference, offering seven career workshops along with nine transfer workshops.

\*The Transfer Center has a dedicated and committed staff that continues to provide excellent student centeredness. They have successfully adapted to the merge with the Career Center and are working together to provide the best service to students.

\*The Transfer Center continues to offer evening hours twice a week.

\*Articulation Officer – since the hire of the AO, more courses have been articulated, advisement has been made to faculty in developing new Associate's degrees to parallel transfer paths. The AO continues to provide support to the Transfer Center by serving as the liaison between the RHC and the four year institutions.

\*The Transfer Center Coordinator continues to work with the Admissions Office to generate CSU-GE and IGETC certification for students.

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## Program's Weaknesses

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\*Adequate staffing to support a comprehensive Transfer Center is an issue. A part-time counselor will allow more time for the coordinator to become more involved in campus committees and advocate for transfer needs and help address transfer issues. Additional counseling will help increase the number of students serve to represent the RHC student population.

\*Space – Because the Transfer Center is growing and providing more services to students, the center will need more space to accommodate students and staff. While the Transfer Center has merged with the Career Center, concerns remain about the space that will be allocated to both centers in the new Student Services Building. Specific concerns include spacing for presentations, file cabinets, book shelves, and primarily storage for all equipment, sandwich boards, smart carts, among other items.

University representatives who meet individually with students do not have the privacy to discuss sensitive transfer issues with students. The shared space limits the Transfer Center's

ability to expand its services and programs, which in the end impacts students.

\*On-campus signage – with the new signage across campus, indication to the Transfer Center location has been left out. Students have had a difficult time locating the center. All departments in the second floor have signage except the Career & Transfer Centers.

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## Program's Opportunities

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\*Collaboration and partnerships with academic affairs and student services to promote efforts to institutionalize transfer as a priority across campus (i.e. development of AA-T/AS-T degrees).

\*There are opportunities to create programs on campus that promote and cultivate a transfer culture and transfer success (i.e. Transfer Mentor Program).

\*Collaborate with programs that have transfer as a goal such as EOPS, MESA, Honors Transfer Program, Counseling Services, Outreach, Puente, First-Year-Experience and other academic programs.

\*Encourage the development of a diverse curriculum that will support transfer paths.

\*Encourage instructional components to establish tutoring and study groups in transfer-level and transfer-preparatory courses.

\*Provide role models/mentors including community members, university admission representatives, and faculty to meet with students, encourage them to transfer, discuss with them the various means by which to fund their college education.

\*Collaboration with Associated Students to sponsor a Northern California Tour during spring break.

\*Serve as a member of various on-campus committees to help cultivate transfer and form positive working relations.

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## Program's Threats

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### INTERNAL THREATS:

\*Budget – This year the Transfer Center budget has been reduced by 20%. Due to this reduction, the Transfer Center has been forced to cut down on university tours, evening workshops, and limit purchasing resources for students.

\*Associate Transfer Degrees – The Associate for Transfer (AA-T/AS-T) shows the greatest promise for significantly streamlining transfer in California. The need for more AA-T/AS-T degrees is imperative. During the spring 2013 term only students who had an AA-T/AS-T conferred were able to apply for transfer to the ten of twenty-three CSUs that accepted

admissions. To date, Rio Hondo College only has four options for an AA-T/AS-T degree. Not offering enough AA-T/AS-T degrees sets transfer limits to students. With more TMCs developed, faculty members have the opportunity to create these degrees that parallel CSU transfer paths. Although AA-T/AS-T degrees only apply to the CSU system, faculty has the flexibility to develop their degrees to parallel UC transfer paths as well. The UC system is committed to providing a comprehensive application review to students who have an AA-T/AS-T degree. Therefore, faculty should allow students to have options to maximize student transfer preparation.

\* Community College budget cuts have affected scheduling and course offerings which set limits on transferring students. Course offerings are no longer being aligned to meet the needs of transfer-bound students. For example, limitations on when a course is offered and the number of sections offered per course. These limitations force Rio Hondo students to seek other community colleges.

\*Decentralizing Transfer – The Transfer Center is committed to providing in-service training and information sessions to faculty. Faculty members in some departments are creating their own transfer guides, which contain out-of-date and inaccurate information. In doing this, students are confused and misled in their transfer planning. While the Transfer Center is not opposed to this general approach, collaboration in creating major specific transfer guides is important. It is imperative for faculty to consult with the Transfer Center Coordinator to ensure that students are receiving accurate transfer information.

\*Clerk II – The Transfer Center Clerk had been temporarily relocated to Division Secretary. This places a burden on the Transfer Center since there will be no back-fill for this position.

#### EXTERNAL THREATS:

\*Statewide Budget – The state's current economic challenges continue to reduce capacity of public four-year institutions. As a result, campus and program admission policies have become more complex and transfer admission has become more selective. Due to the decline of state funding for higher education in recent years, many CSU and UC campuses are implementing enrollment management practices to ensure that they remain within their enrollment targets. As a result, the UCs and CSUs are restricting admission for transfer students. Various CSUs and UCs are choosing not to accept transfer applications for mid-year admission, which limits students to transfer only during a fall term. CSUs that are open for spring place the stipulation of only allowing students who have completed AA-T/AS-T degrees.

\*Impaction – Most CSU and UC campuses have impacted majors or programs. Program impaction means that the number of applications from fully-eligible students exceeds the number of spaces in a particular program or major. The CSU identifies over 190 undergraduate programs impacted for the year 2013-14. CSU Fullerton, San Diego, San Jose, and San Luis Obispo are impacted for all majors, making admission to any program or major highly competitive. Impacted majors require additional admissions criteria for prospective transfer students. Campus impaction means that a campus has exceeded its enrollment capacity and must restrict enrollment as well as utilize supplemental criteria for admission. For the 2013-14 academic year, 14 of the 23 CSU campuses are designated as campus impaction. Within the UC system all majors within the biological sciences and engineering programs are highly impacted. UC admission continues to be selective, requiring students to

complete all major preparatory courses. As such, Rio Hondo College should continue to increase articulation with major courses in these programs. The growth of impaction for the next few years poses a substantial detriment to students seeking to transfer to a UC and/or CSU. Students will have to look for alternative options and the Transfer Center will have to be prepared to help students meet these needs. Rio Hondo College will have to establish MOUs with private institutions (in California and beyond) and increase articulation with these universities.

\*Local Area – California State Universities are currently admitting students based partly on the community colleges from which students transfer. RHC currently falls into California State University, Los Angeles' local area, which means students considering transferring to this university will be considered with the minimum required 2.0 GPA and will receive priority admission consideration for non-impacted majors only. Students who want to transfer to a CSU outside of the local area, i.e. CSU Fullerton, will have to abide by non-local transfer requirements; on average a 3.4 GPA is required.

\*AA-T/AS-T Degrees –With more TMCs being created, and more AA-T/AS-T degrees being approved, it is anticipated that more programs within the CSU system will declare impaction so that guarantee admissions will not be offered to students who complete one of these degrees.

\*Yearly changes in transfer requirements - Various UCs and CSUs continue to change their major transfer requirements and minimum GPA requirements. Because transfer rates from California community colleges are increasing, campuses are being forced to restrict transfer admission requirements. It is the responsibility of the Transfer Center to keep abreast of changing policies and procedures.

\*Employment trends will also affect transfer rates. When the labor market is underperforming, students tend to return to school for educational advancement. Outreach is critical to inform students of their educational options.

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## Program's Accomplishments and Recommendations for Improvement

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The Transfer Center at Rio Hondo College serves as a liaison to the students, the community, and the campus as an information hub to promote transfer to four-year colleges and universities. The Transfer Center's goals are to provide quality transfer services, programs, and activities that support student success. Modes in which these goals were achieved was by providing faculty and staff with opportunities to increase their in transfer knowledge; promoting coordination with other units on campus, providing updated and organized transfer resources at accessible times for students, and promoting the transfer center campus-wide.

### 2011-2012 ACCOMPLISHMENTS:

- The collaboration with the local four-year universities such UCLA, UCR, UCI, CSUF, CSULA, CSUDH, CSULB, Cal Poly Pomona, Whittier College, and University of La Verne, continue to add services to ensure a smooth transition for transfer students and in some cases guarantee admissions. Partnerships with these universities have provided our students with additional information to help assure their transfer process.
- The Transfer Center has maintained collaboration with UCLA's Center for Community College Partnerships which allows for a mentor to be on campus promoting transfer for interested students. The mentor visits RHC on a weekly basis during the spring semester and conducts class presentations as well as one-on-one advisement. This partnership has allowed for the number of applicants to UCLA to increase annually.
- On-campus partnerships for tours continue to be a success. Campus tours were planned with the collaborative efforts of EOPS, Puente, and MESA.
- The Transfer Center hosted UC and CSU panel discussions in fall of 2011, with representatives from all nine UC campuses and six CSUs from the local area participating. Over 100 students attended each panel session.
- RHC signed a partnership with California State University, Dominguez Hills to guarantee admission to students transferring from Rio Hondo College. At present, 48 students have signed partnership contracts.
- Marketing efforts have significantly improved for the Transfer Center. A Transfer Guide was developed and distributed to various classes and academic programs. Flyers of upcoming events are being distributed throughout campus and placed strategically.
- An email listserv has been created through which students receive weekly emails with transfer updates. Currently the listserv over 2,000 student emails recorded.
- The Transfer Center continues to participate in the UC Data Sharing Project, UC Office of the President shared 176 names and contact information of all fall 2012 applicants. The Transfer Center staff reviewed each student record and invited all students to workshops to help them with financial aid, transcripts, and application updates due in January.
- In fall 2011, RHC ranked fifth among all community colleges in transferring students to California State University, Los Angeles.
- A successful Transfer Celebration was held in spring 2012. Over 300 students and guests attended this reception, in which students were recognized for their transfer accomplishments and degree completion (collaboration with TRiO, CalWORKs, Honors, MESA, Veterans, and EOPS).
- A Transfer Conference was held during fall 2011, at which 257 students participated. University representatives from CSUs, UCs, and private colleges conducted workshops about admissions, financial aid, and application procedures.
- Spring 2012 was the first AA-T/AS-T verification turnaround process. The Transfer Center Coordinator and Articulation Officer collaborated with the admissions office to verify eligibility among the 11 transfer students who indicated completion of an AA-T/AS-T degree.

- Summer 2012 was the second consecutive year in which the Transfer Center helped send students to the UCI Summer Scholars Transfer Institute residential program. This program allows students to reside at the UCI dormitory and take a class for credit during the summer term. Fifteen students participated and the Transfer Center student services assistant remained throughout the duration of the program.
- The Transfer Center Coordinator was given the opportunity to participate as a UCI reader for fall 2012 admission. The coordinator read over 600 UCI application essays, following a point system determined by UCI. This opportunity will allow the Transfer Center to have additional insight regarding personal statement strategies.
- The Articulation Officer submitted two counseling courses (COUN 101 and COUN 151) for UC transferability and was approved by the UC system's office. Counseling 101 was also approved for Area E (Lifelong Learning) of the CSU-GE pattern.

#### RECOMMENDATIONS:

A majority of what is accomplished by the Transfer Center, in achieving desired outcomes, centers on improving internal and external communications. With each of the recommendations listed below, the Transfer Center will improve and enhance internal and external communication and facilitate program implementations and functions.

- \*Transfer counseling appointment data shows a decrease due to unavailable appointment time by the counselor/coordinator, hiring additional support staff is critical to the continued success of the Transfer Center. A adjunct/part-time transfer counselor will help increase counseling appointment time available to students.
- \*Due to the number of workshops, tours, class presentation and one-on-one student advisement, re-classifying the Student Services Assistant to a Technician is imperative.
- \*Private office space is needed for students to meet with four-year representatives.
- \*Expanding and increasing the facilities and equipment of the Transfer Center is essential to maintaining the effectiveness and success of its program and services (laptop, video camera, smart cart).
- \*Continue to strengthen collaborations and/or campus partnerships through continued communication as efforts to institutionalize transfer as a College priority.
- \*To better support the clerical function of the merge with the Career Center, it is suggested that the current Clerk II 11-month position retained by the Transfer Center be upgraded to a Clerk III 12 month. This would better address the clerical needs of both units.
- \*Develop social networks such as Twitter, Facebook, and college blogs to help recruit students to the Transfer Center and provide pertinent transfer information. These are the necessary tools needed to connect with students and share information to keep them abreast of transfer information.
- \*As the Transfer Center continues to show annual growth, it is recommended that the student

services assistant be reclassified to advisor.

\*To meet the future needs of students who will increasingly use remote technologies, the Transfer Center would like to offer technology-assisted communication with the more distant four-year institutions. The Center will need technology for web conferencing (i.e. web camera), which will integrate with the existing computer resources

The following campus-wide resources are needed to improve the effectiveness of the Transfer Center:

\*The Transfer Center Coordinator should be given the opportunity to attend Academic Division meetings to report on transfer trends and important transfer changes that have direct impact on students.

\*The Transfer Center Coordinator should be encouraged to present reports to the Board of Trustees and Academic Senate so they can stay abreast with transfer statewide and local issues.

\*The Articulation Officer should facilitate FLEX workshops, so that faculty can be advised on how they can be effective in articulating courses with the four-year institutions.

\*IT assistance is needed with creating transfer student satisfaction survey and maintaining an up-to-date campus website.

\*Rio Hondo College transcripts should feature students' transferable units and GPA.

The Transfer Center recommends that data be collected to:

1. Observe transfer completion among various demographic groups
2. Follow academic pathways among students indicating transfer as an educational goal
3. Monitor yearly levels of transfer attainment

\*Because the majority of new students at RHC are listing "transfer with an Associate's Degree" as an educational goal, the college should ensure that more transfer AA/AS degrees are developed. Development of Associates Degrees which parallel transfer is imperative, especially with new Transfer Model Curriculums (TMC) being develop statewide.

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## Program's Strategic Direction

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The Transfer Center is the hub for student transfer at Rio Hondo College. A well versed transfer center coordinator/director is the key to keeping abreast of, and sharing, complex transfer admission information. The Transfer Center is not only the communication point for students who are interested in transferring, but also ensures that current information is disseminated to respective counselors so that all students have access to accurate transfer information.

The Transfer Center continues to serve many students who enroll part-time and full-time and

many community college students are the first from their families to attend college. As has been documented by their success rate, the traits that many of these students have in common are the desire and ability to succeed in college. For this reason, transfer is an important avenue of success for many of these college students, therefore Rio Hondo College should continue its commitment in providing adequate transfer resources to help students reach their transfer goal.

The Transfer Center is poised to grow within the next 3-5 years. Due to impaction, enrollment limitations and changes in transfer requirements implemented by the CSU and UC systems, students will have to be informed well in advanced of transfer preparation options. More transfer counseling will have to be available for students as well as more informational transfer workshops. Articulation also plays an essential role in transfer. The need for more course-to-course articulation as well as more agreements with independent colleges is going to be crucial for our students to become competitive in transfer and to have more options.

The transfer function involves the integration of an extensive array of programs, services, and institutional collaboration. Admission requirements, academic major and general education requirements, course articulation, information dissemination, faculty integration, program availability, and actual institutional behaviors all affect the success of the transfer function. Shortcomings on any one of these components lessen the functionality of the entire transfer support system. Because of the projected growth in transfer applicants, more staffing will be needed to support a comprehensive Transfer Center. The office should be more proactive in creating programs on campus that cultivate a transfer culture and render transfer success.

A significant trend that will affect the Transfer Center is the increase in student headcount. As more students enroll at Rio Hondo College and indicate transfer as their goal, the center will need to become more effective in reaching out to them and informing them early about transfer options and preparedness. The college will also have the need to offer more sections of transfer courses, as least in the major required courses such as college level English and math, and speech communication.

The Transfer Center is required to be guided by an advisory board. The purpose of the advisory board, which meets twice a year, is to assist in supporting and strengthening a transfer culture on campus. The advisory board shall help plan the development, implementation, and ongoing operations of the transfer center along with promoting transfer across campus and disseminating information to students. The advisory board supports the overall transfer function by dialoguing about issues and their impact on students, identifying and accomplishing goals to clarify the transfer process for students, and increase campus community involvement.

The 2012-13 Transfer Center Advisory Board will be comprised of following individuals:

- Rose Gaw, Outreach Specialist, California State University, Los Angeles
- Deborah Wong, Student Affairs Officer, University of California, Los Angeles
- Alison Rodriguez- Balles, Associate Director of Admissions, University of La Verne
- Belen Torres-Gil, Career Center Counselor/Coordinator
- Song Graham, Articulation Officer
- Dr. Gisela Spieler, Director of MESA/STEM
- Adrian Tanakeyowma, Director EOP&S/CARE
- Dr. Walter Jones, Dean of Counseling & Student Development
- Academic Dean

- Academic Senate Representative
- Associated Students Representative

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## Program's Staff Development

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Due to yearly changes in transfer admission requirements, it is important for the Transfer Center staff to stay abreast with new transfer information. The following is a list of conferences and meetings in which the Transfer Center Counselor/Coordinator and the Transfer Center Student Services Assistant should attend throughout each academic year:

- UC Counselor Conference
- UC Ensuring Transfer Success Conference
- CSU Counselor Conference
- USC Counselor Conference
- AB540 Community College Conference
- Cal State LA Counselor Conference
- Cal State Long Beach Counselor Conference
- Cal State Dominguez Hills Counselor Conference
- Region 8 Transfer Center Directors and Articulation Officer Meetings
- South Coast Higher Education Council (SHEC) Meetings

Other:

\*The Transfer Center is given the opportunity to conduct in-service training to counselors as well as provide monthly updates at counseling department meetings.

\*The Transfer Center Coordinator continues to participate in the Counseling and Student Development Coordinators meetings and the Student Services Program Leadership Council (SSPLC).

\*This year the Transfer Center Coordinator was elected to serve as member of the Academic Senate.

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## Program Review - Additional Comments

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## Program Review - Executive Summary

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Program Review Executive Summary

Transfer Center  
Friday, November 16, 2012

Program Participants in Attendance: Dianne Holcomb, Walter Jones, Jose Lara  
Program Review Participants in Attendance: Robert Bethel, Fran Cummings, Marie Eckstrom, Jan La Turno, Matt Koutroulis, Rowena Mendoza, Jim Sass

The Transfer Center provides comprehensive assistance to students in the transfer process to four-year institutions. It provides a myriad of services in an exemplary manner.

#### Commendations

- Commendations on a comprehensive program review document.
- Commendations on tracking the impressive volume of services and contact with students.
- Commendations on the many opportunities afforded students through the Center: collaboration with UCLA's Center for Community College Partnerships; campus tours, panel discussions featuring UC and CSU campus representatives; partnership with CSU, Dominguez Hills; transfer conferences, workshops, and celebrations on campus; and other efforts to inform and assist students with the transfer process.
- Commendations on concrete plans for program improvement and increasing benefits to students.

#### Program-Level Recommendations

- Revise Program Review document: simplify Mission Statement, reorganize and move to appropriate sections.
- Collaborate more closely with the Financial Aid Office to assist students in securing funding for transfer.
- Continue to seek ways to keep the campus abreast of information, opportunities, and timelines associated with transfer.
- Continue to work with Articulation Officer to ensure course-to-course articulation with four-year institutions.
- Consider partnering with Institutional Research and Planning (IRP) for surveys and student tracking.
- Consider steps to prioritize and re-structure the work in order to emphasize more productive activities and make the work less labor intensive. This could include use of social media and other technologies.
- Include in Goals/Objectives: position upgrade for the current Student Services Assistant.
- Clarify Objectives 6.1 and 6.2 to indicate exactly the types of equipment needed.

#### Institutional-Level Recommendations

- Augment staff in Transfer Center to accommodate the increase in student demand for services.
- Improve signage at the Student Services Building (SSB) to identify location for Transfer Center.

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## Program Review - Response to the Executive Summary

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<b>Goal #1</b>	Long term (2-5 years)	Corresponds with Institutional	Status: in progress
Goal # 1			

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### Description of Goal

Increase the amount of students, 5 each year, who apply and complete the admissions process to four-year institutions.

### Evaluation of Goal

The SARS reports and the UC transfer data sharing will provide information regarding growth in applications and percentage change from year to year. A growth in students who apply and complete the admission process will increase the number of students who get accepted to CSUs and UCs. This will help increase transfer volume for RHC.

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### Objective #1.1

Status: in progress

Conduct application workshops and essay preparedness workshops, increase workshops by 2 every fall semester.

### Existing Resources

The transfer center Coordinator and Studnet Services Assistant will continue to conduct these workshops.

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### Objective #1.2

Status: in progress

Coordinate workshops with EOPS, MESA, Veterans, Honors and other student programs to target special populations, conduct at least one workshops each semester.

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### Existing Resources

Continue to work with key individuals in various student support programs and identify students who are transfer ready. The Transfer Center staff will continue to facilitate workshops.

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### Objective #1.3

Status: in progress

Raise awareness about application deadlines (bi-weekly emails, Facebook blast, Rio portal announcements).

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### Existing Resources

The Student Services Assistant will ensure that these activities are put forward.

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### Objective #1.4

Status: in progress

Inform faculty and staff about transfer events and activities.

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### Existing Resources

The Transfer Center Counselor/Coordinator will continue to provide bi-weekly updates, transfer case studies, and flex workshops.

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<b>Goal #2</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 1			

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### Description of Goal

Strengthen course-to-course articulation with four-year universities to include CSU, UC , Private in-state and out-of-state universities (ongoing).

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### Evaluation of Goal

Strong articulation will help transfer volume to increase yearly to CSUs and UCs. ASSIST will

show progression of articulated courses for CSUs and UCs. MOUs establish by RHC and private institutions will help increase articulation with these schools.

---

### Objective #2.1

Status: in progress

Work closely with the Articulation Officer to make information readily available to faculty and work strategically to support faculty with curriculum in order to clarify pathways to transfer.

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### Existing Resources

Articulation Officer and the Transfer Counselor/Coordinator will ensure collaboration.

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### Objective #2.2

Status: in progress

Articulation officer will monitor development of new majors by the community college and affiliated universities to develop possible agreements.

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### Existing Resources

The Articulation Officer

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### Objective #2.3

Status: in progress

Articulation Officer needs to be housed in the Transfer Center. Articulation Officer will work closely with the Transfer Center Coordinator to help identify problems that are intersegmental.

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Goal #3 Long term (2-5 years) Corresponds with Institutional  
Goal # 10

Status: in  
progress

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### Description of Goal

Promote transfer visibility on campus for both students and faculty and provide quality transfer services, programs, and activities that support student success.

## Evaluation of Goal

Student contact numbers will increase yearly. The number of faculty involvement will augment by conducting class presentations, having them involved in the Transfer Mentor Program, and by providing Transfer workshops/updates during flex day.

---

### Objective #3.1

Status: in progress

Conduct class presentations to all transfer level courses and basic skill courses during the spring semester. Increase transfer class presentations by 5 every spring.

### Existing Resources

The Coordinator and the Student Services Assistant will continue to conduct presentations as requested from the faculty.

---

### Objective #3.2

Status: in progress

Send monthly emails faculty and weekly emails to advertise transfer activities and events.

### Existing Resources

The Transfer Center Coordinator will continue to send weekly e-mails to all faculty regarding transfer updates and upcoming events.

The Student Services Assistant and the Clerk II will continue to send out e-mails and make phone calls as reminders to students.

---

### Resources Needed: Additional Personnel

#### **Position Classification: Student Worker**

Required for How Long: Ongoing

Position Title: Student Worker

Basic Position/Job Description:

A student worker who is planning on transferring and has been at RHC for at least one semester. Students must be receiving work-study through financial aid.

Estimated Salary Excluding Benefits: \$6,000.00

Supporting Rationale:

Student workers are needed to help with general office duties such as answering phones, sending out e-mails, scheduling appointments, helping students register, publicizing events through campus, and answering basic transfer questions.

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### Objective #3.3

Status: in progress

Develop and distribute monthly calendar and newsletter (Transfer Times) to all faculty and staff including students. This will keep students abreast of university filing deadlines, and changes in admission requirements.

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### Existing Resources

The Student Services Assistant currently develops a monthly calendar.

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### Objective #3.4

Status: in progress

Meet with Academic Senate and Academic Divisions to promote transfer. This will also encourage faculty to develop AA-T/AS-T degrees.

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### Existing Resources

The Transfer Center Coordinator along with the Dean of Counseling can meet with Division Deans to help address transfer issues and find innovative ways to develop transfer collaborations with instructional faculty.

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### Objective #3.5

Status: in progress

Maintain an updated website and make it visible as a link on the college's homepage.

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### Existing Resources

Currently the Student Services Assistant is responsible for the up keep of the Transfer Center website.

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**Objective #3.6**

Status: in progress

Allocate more counseling appointment time for students to include evening hours.

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**Resources Needed: Additional Personnel****Position Classification: Adjunct Faculty**

Required for How Long: Ongoing

Position Title: Adjunct/Part-time Transfer Counselor

Basic Position/Job Description:

Adjunct/Part-time counselor with transfer knowledge to be housed in the Transfer Center.

Estimated Salary Excluding Benefits: \$30,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

A part-time counselor is needed in the Transfer Center to meet with students and develop educational transfer plans. This will allow the Transfer Center Coordinator to participate in campus-wide committees and help advocate for transfer policies and procedures.

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**Objective #3.7**

Status: in progress

Create a facebook account for transfer.

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**Existing Resources**

Student workers can help create the facebook account.

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**Goal #4** Long term (2-5 years) Does Not Correspond with an Institutional GoalStatus: in progress

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**Description of Goal**

Strengthen ties with external agencies including feeder high schools.

### Evaluation of Goal

Reports indicate that first time students applying to RHC are indicating transfer as a goal.

### Objective #4.1

Status: in progress

Maintain active participation in intersegmental meetings and outreach meetings.

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Counseling and Student Success Program: Outreach & Educational Partnerships**

The Transfer Center Coordinator will work closely with the Outreach Recruiters to inform them of transfer information.

### Objective #4.2

Status: in progress

Coordinate with marketing and outreach to include information on transfer in all high school presentations and outreach literature.

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Counseling and Student Success Program: Outreach & Educational Partnerships**

The Transfer Center will work closely with the Outreach staff and help train them on transfer requirements so they can be able to present the information to the high schools.

Goal #5 Short term (1 year) Does Not Correspond with an Institutional Goal

Status: in progress

### Description of Goal

Monitor and evaluate the success of the Transfer Center activities and events.

## Evaluation of Goal

The Transfer Center will develop surveys and distribute them at the end of each workshop and class presentation.

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### Objective #5.1

Status: in progress

Track the number of students who use the Transfer Center as well as other services. Have students sign in upon entry via the SARS system.

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### Objective #5.2

Status: in progress

Monitor hits on the web site and number of e-mails contacts made via listserv.

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### Impact of Objective on Other Programs, Units, and/or Areas **Impact on the Information & Technology Services Program: Network/Infrastructure Support**

Work with IT department to add a counting device onto the transfer center website to help track number of hits.

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Goal #6 Long term (2-5 years) Corresponds with Institutional  
Goal # 9

Status: in  
progress

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## Description of Goal

Expand specific transfer program services through additional technological mediums to reach a wider student audience. Increase influence and use of technology in the world today requires adequate resources to ensure students access to the most up-to-date information. In the world of transfer, things can change on a daily basis (i.e. admission requirements, deadlines). By providing these resources, the Transfer Center will reach out to more students.

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## Evaluation of Goal

Today's college students are using more technology than ever. Students communicate via various tech methods. The SARS system is currently texting and emailing students reminding

them of appointments. The Transfer Center has to evolve its technology capabilities to ensure that students are informing themselves on transfer. By creating social networks, the Transfer Center can track number of "hits" and "likes", along with SARS reports.

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## Objective #6.1

Status: in progress

Explore the use of technology to capture workshop presentations in digital format. Will allow to conduct webinars to students who cannot come in due to schedule conflicts.

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### Resources Needed: Additional Technology

#### **Technology Classification: Non-computer Equipment (e.g., copier, etc.)**

**Requested Amount:** \$3,000.00

**Description:**

Video conferencing equipment

**Reason:**

Stream workshops in various locations including live online.

**Location:** SS 250

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, College Network Access, Software Support, Hardware Support

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## Objective #6.2

Status: in progress

Explore the use of technology such as Skype to connect with university representatives who are located out in Northern California or of the state.

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### Resources Needed: Additional Technology

#### **Technology Classification: Non-computer Equipment (e.g., copier, etc.)**

**Requested Amount:** \$2,000.00

**Description:**

Web Camera

**Reason:**

Opportunity for students to chat with university representatives who are located in northern California and out-of-state.

**Location:** Transfer Center Computer Lab SS251

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, College Network Access, Software Support, Hardware Support

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## Individuals Who Participated in Developing this Plan

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The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Holcomb, Dianne	Review Manager
2. Jones, Walter	Participant
3. Tamayo, Aracely	Reviewer
4. Lara, Jose	Reviewer
5. Graham, Song Le	Reviewer