



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

[Transfer Center]

[Counseling]

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Cecilia Arriaza, Director

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Cecilia Arriaza		Transfer Center	1/13/23
Printed name of Principal Author	Signature	Director	Date
Cecilia Arriaza		Transfer Center Director	Jan 17, 2023
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Jennifer LaBounty		Dean	Jan 17, 2023
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1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

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Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

The Transfer Center's mission is directly related to the college's mission of advancing student achievement and transfer: to increase awareness of transfer among Fullerton College students, faculty, and staff; provide support for students in the preparation, application, and transition stages of the transfer process; and enhance opportunities for transfer by collaborating with universities. Every year, about 2,000 students transfer from Fullerton College to a 4-year university and our center engages with a vast majority of these students in some way or another.

Vision: Fullerton College will transform lives and inspire positive change in the world.

Transfer Center services facilitate the opportunity to pursue a university education. For many Fullerton College students this is a life-changing opportunity. Our vision is that all Fullerton College students can realize their transfer goals. Over 70% of incoming students self-report an intent to transfer. However, without the proper information, guidance, and support students often find the application process overwhelming. This is an additional challenge beyond just completing the required courses for transfer. Our services help students with this critical process that allows them to continue their education at the 4-year university

Core Values:

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.

By fostering a transfer culture, we create a community of educators dedicated to supporting transfer students. We do this through collaborations with faculty and special programs; training for counselors and discipline faculty; Transfer Awareness Week activities, Transfer Celebration, and our Transfer Ambassadors.

Diversity – We embrace and value the diversity of our entire community.

We are a diverse staff that values, embraces and serves all Fullerton College students. At our staff trainings we invite representatives from the campus community to help us understand best practices in serving special populations. In addition, staff participate in campus and district staff development opportunities related to Diversity, Equity, and Inclusion.

Equity – We commit to equity for all we serve.

All enrolled Fullerton College students can participate in Transfer Center activities and receive our service. We also gather demographic data to understand whether all students are accessing our services and whether there might be different needs/experiences that we need to account for. We are committed to understanding equity gaps by analyzing data and gathering student feedback.

Excellence – We honor and build upon our tradition of excellence.

Fullerton College enjoys a reputation for having a strong transfer culture, as we consistently rank in the top 10 community colleges in volume of total applicants to the CSU as well as in the number of Hispanic/Latinx transfers to CSU. We also support students in their transfer goals to UC and private and out of state

universities. Transfer Center staff hold themselves accountable for providing excellent student service, programming, and counseling.

Growth – *We expect everyone to continue growing and learning.*

There is so much to learn related to transfer to UC, CSU and private colleges and these institutions often make changes to their processes and policies. Thus, it is imperative that our staff engage in continuous learning and growth in their positions. In addition, as students progress in our workshop series, they grow in their knowledge of the transfer process and in turn, their confidence in being able to navigate the process successfully also grows.

Inclusivity – *We support the involvement of all in the decision-making process.*

Staff are encouraged to participate in professional learning. All staff also have an opportunity to give input regarding our activities and services during monthly staff meetings as well as individual meetings with the director/coordinator. We also have Transfer Advisory Committee meetings twice per year where we invite voices from across campus, including student leaders to provide input on our center's activities and goals.

Integrity – *We act in accordance with personal integrity and high ethical standards.*

Transfer Center faculty and staff participate attend UC, CSU and private school conferences and information sessions to ensure we use best practices and provide accurate information to all students. Everyone in the center is expected to display behavior in accordance with personal integrity and high ethical standards including guiding students to arrive at their own decisions regarding transfer and helping them take responsibility for their transfer process, while providing critical information to help them arrive at their own decisions regarding their educational trajectory.

Partnership – *We work together with our educational and community partners.*

The Transfer Center partners with universities in the private, out-of-state, and public universities to increase transfer knowledge on admissions processes and requirements to these schools. Throughout the year we host university fairs, informational tables, presentations, tours, and admissions panels in collaboration with 4-year universities. We also partner with other student services to best serve our students applying to transfer. As an example, we host monthly update meetings that bring together staff from the Transfer Center, EOPS, Admissions and Records, and EOPS. These offices are ones that students are often referred to during the transfer process and we meet to make each other aware of how the current application cycle could impact those offices.

College Goals:

By facilitating transfer achievement, the Transfer Center staff and services directly support **Goal1. Promote success for every student.** Successfully transferring to four-year institutions allows our students the opportunity to continue their education and pursue a bachelor's degree after establishing a strong foundation here at Fullerton College, however without accurate information and adequate support many students struggle with this process. Further, we support **Goal 2: Cultivate a culture of equity** through our disaggregation of student traffic data, collaborations with special programs, and through our pilot initiatives. These intentional efforts help us better understand transfer outcomes and the transfer journey leading up to those outcomes for our disproportionately impacted students. Finally, through our partnership with various local universities, we support **Goal 3: Strengthen connections with the community.**

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

Purpose:

As a department within the Counseling and Student Development Division, the center's purpose is to facilitate a successful transfer experience for Fullerton College students by providing the necessary information and support for students to navigate the transfer process. Despite the many state initiatives that aim to expedite

it, transfer continues to be a complicated process with institutional hurdles, nuanced and changing requirements, and multiple deadlines. Our center is dedicated to helping students overcome these barriers by providing resources and support for transfer exploration, preparation, and application services. In addition, our center serves as the main source of transfer information for other campus departments. Another purpose of the center is to enhance the transfer culture on campus. We deliberately communicate in various ways with students, staff and faculty about important transfer news and seek ways to engage the entire campus community in transfer activities. Examples of this are our Transfer Awareness Weeks, Transfer Ambassador program, and Transfer Celebrations. Transfer is a college wide mission, and we aim to increase the transfer knowledge and capacity for staff and faculty across campus to help us support and execute this mission. Finally, our center maintains critical relationships with university partners to improve the experience for students transitioning to our partner institutions. Given the broad scope of our complicated mission, we must be dynamic and adequately resourced to offer a wide array of services to meet the needs of our large and diverse transfer student population.

Components:

Transfer Exploration Services:

We aim to help students see transfer as a viable option as soon as they begin their educational journey with us. We recognize that this may be a challenge for students from low-income, first generation and disproportionately impacted groups. It is important for students to explore their major and transfer options early on in their educational journey, as their choice of major and transfer campus will dictate the coursework they will need to take to prepare for transfer. We offer several activities related to transfer exploration including:

- Two **College fairs** each year (paused during Covid)
- Several **university tours** (paused during Covid)
- **University representative** appointments, tabling visits, and presentations throughout the year
- Students can meet individually with our Transfer Center Specialists for **drop in advising** sessions where they can discuss the transfer process, the different higher education segments, and guide them to review online resources that help students begin their transfer exploration. They also refer students to Career Center resources as appropriate. These sessions are designed to help students define their transfer goals in preparation for an educational planning appointment with a counselor.
- We maintain a 1st year students **webpage** to highlight the steps students need to be taking early on to begin their exploration and preparation.
- We highlight student transfer **success stories** through our social media and newsletters, featuring students from diverse backgrounds.

Transfer Preparation services:

Once students have determined their major and university goals, they must meet with a counselor regularly (at least once per semester) to ensure they are on track to meet the requirements for their intended campus/major and prepare for their projected transfer term.

- **Counseling:** Counselors provide educational planning appointments to ensure that students are preparing for and meeting the requirements for their intended transfer campus. Given the limited counseling appointments in our center, we focus our efforts on identifying students who are in the current or upcoming application cycle and prioritize our counseling appointments for students in this critical phase. Requirements and student goals often change, so it is imperative that students meet with a counselor at least once per semester to ensure proper transfer planning and preparation. While all counselors can and do provide “transfer counseling” the counselors assigned to our center also conduct UC TAG (Transfer Admission Guarantee) reviews, develop and present

workshops, and review student Personal Insight Question drafts. We work closely with general counselors as well as counselors in special programs to try and meet the demand for transfer counseling. Our counselors also assist with special projects, such as developing our pilot Transfer Canvas Cohorts, as well as conducting intentional in-reach and degree completion reviews for disproportionately impacted students.

- **Advising:** Specialists provide general information and drop-in advising regarding the application process to students including deadlines for application submission and completion of critical requirements. They also connect students to campus and university resources. Students can also make appointments with university representatives to receive advising on how to prepare for their campus and major options.

Transfer Application services:

Students submit university applications one year in advance of their intended transfer term for UC and CSU and there are several processes and deadlines involved. The application process is one of the biggest institutional barriers to transfer, as processes are disconnected, requirements are ever-changing and the CSU application is not user-friendly, with room for several errors that can affect a student's admission. We have developed a robust series of services to assist students with their application process and we concentrate most of our limited staffing resources to guide students who are in their final year prior to transfer:

Our 4-part application workshop series guides students throughout the year-long transfer application process. Below is the timeline and learning outcomes for our fall cycle, but this series is also offered for Winter/Spring applicants according to that specific application timeline:

Part 1 CSU Workshop (offered in summer prior to fall application filing period)

By the end of the workshop, students will gain an understanding of:

- Their Transfer Readiness
- CSU Minimum vs Competitive Requirements
- Associate Degree for Transfer (ADT)
- Deadlines and Timelines for Transfer
- Their Next Steps in preparation for the application

Part 1 UC Workshop (offered in summer prior to fall application filing period)

By the end of the workshop, students will gain an understanding of:

- Their Transfer Readiness
- UC Minimum vs Competitive Requirements
- Transfer Admission Guarantee (TAG)
- Deadlines and Timelines for Transfer
- Their Next Steps in preparation for the application

Part 2 CSU Workshop (offered during the app filing period of Oct.-Nov.)

By the end of the workshop, students will gain an understanding of:

- Navigating the Cal State Application
- How to accurately complete critical items on the application
- Important application deadlines
- Next steps in the application process

Part 2 UC Workshop (offered during the app filing period of Oct.-Nov.)

By the end of the workshop, students will gain an understanding of:

- Navigating the UC Application
- The Application Selection Process
- The UC Personal Insight Questions (PIQs)

- Next Steps

Part 3 Workshop (offered in winter/early spring)

By the end of the workshop, students will gain an understanding of The importance of applying for student aid

- Setting up your university portals (if applicable)
- Completing your application updates (UC).
- Completing your supplemental applications (if Applicable).

Part 4 Workshop (offered in Spring)

By the end of the workshop, students will gain an understanding of:

- How to accept the admissions offer and meet conditional requirements
- Denial notices and appeals process
- Wait lists and Redirection
- Importance of campus orientations
- How to submit final documents

Applying to Private Colleges Workshop (offered throughout the year)

By the end of this workshop, students learn:

- About the application selection process
- How to prepare to apply for private campus
- How to navigate the Common App and Coalition Application
- About financial aid and scholarship opportunities
- Next steps for applying

Our **Canvas Transfer Cohorts** provide students with information and resources appropriate to their intended transfer term. Our modules align with the application workshop series and are published one at a time as we progress in the application cycle. Since timelines overlap, we manage multiple Canvas Cohorts at one time. We currently have over 2,000 registrants in our fall and winter/spring 2023 transfer Cohorts. These are open enrollments, any student can join, and since we are not a “program” there is no incentive for students to join except for the valuable information and resources provided.

We offer **Drop-in application assistance** (virtual or in person) throughout the year for assistance with any university application submission and follow-up service.

We offer individual appointments for brainstorming and reviewing **university application writing prompts**. We partner with the Writing Center and enjoy a collaboration with Humanities faculty volunteers to provide additional assistance.

We maintain a website of **scholarship resources** and provide information and support for applying to the Jack Kent Cooke Undergraduate Transfer Scholarship.

We support students with **appeals** when they have been denied admission to a university.

Transfer information Outreach/In reach

One of the main functions of any transfer center is to reach out to students and inform them about general transfer updates and about our services. We do this in several ways:

- We send a monthly newsletter (over 8,000 registrants receive this every month)
- We maintain an active Instagram account (over 1,100 followers)

- We have Transfer Ambassadors staffing tables at strategic locations across campus and conduct brief presentations when requested by special programs or faculty, they also assist with calling campaigns to designated student groups.
- We do targeted emails/mailings to students in collaboration with special programs

Special Events

- We host several events such as the Transfer Celebration, Awareness weeks and Alumni panels which celebrate student success and contribute to the transfer culture on campus.

Computer Lab

- We maintain a computer lab (now with 9 computers) for students to use when doing transfer exploration/research, completing and submitting their applications, or for general use (homework/studying).

Staffing:

During the reporting period, the Center has undergone many changes including changes in personnel due to staff vacancies, separating permanently from the Cadena Cultural Center and the addition of new staff members. Current permanent staff includes: 1 Director, 1 Classified Coordinator, 2 Classified Specialists, 1 Classified Administrative Assistant II, and 1 Full-time Counseling Faculty. Student hourlies, professional experts, and adjunct counselors also support the center's activities.

- Director- Provides oversight for Transfer Center events, staff, counselors, and budgets; serves on several campus and regional committees; evaluates services; writes and submits reports; conducts counseling faculty and classified evaluations; applies for funding; staff scheduling and trainings; fosters relationships with university partners, admission decision appeals, resource for counselors, university agreements and MOUs and performs additional managerial duties as needed.
- Coordinator - Coordinates staff meetings and trainings, maintains our robust website, online calendar and Formstack, SARS maintenance and recording, coordinates data entry and creates reports, coordinates university representative appointments and table visits, assists the director with transfer center event scheduling and programming (virtual, in person and hybrid), hires and trains and provides work direction to hourly staff, oversees daily office procedures.
- Administrative Assistant II– Assists with office operations including human resources paperwork and payroll submission, reconciles budgets and processes requisitions and other budget related forms, orders and maintains office supplies, supports front desk, and assists with recording attendance and facilitating zoom workshops as well as providing support for special events.
- Student Services Specialists- Develop and conduct workshops and presentations, provide advising on a drop-in basis, create monthly newsletter, create and maintain Transfer Cohort Canvas shells and modules, provide application assistance and personal statement review, plan and chaperone tours, plan special events, provide work direction to hourly communications/social media team.
- Full time counselor- Develops Student Educational plans, transfer workshops, and counselor trainings, disseminates transfer updates and serves as resource for counselors in all departments, Honors counselor, UC TAG reviews, personal statement reviews, application assistance, and serves on several committees. Our counselor also assists with appeals when students are denied university admission.
- In addition, adjunct counselors are hired to provide counseling services during the academic year as well as UC TAG reviews, assisting with workshops, applications, personal statement reviews, and special projects.

- Professional experts and hourly staff- We have had professional experts and hourly staff work on different projects during the reporting period including increasing our social media presence, supporting outreach and communication efforts, tabling, presentations, front desk, SARS reports and in reach to special populations.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director	1	100%	12	General	1
Classified					
Coordinator	1	100%	12	General	1
Administrative Assistant II	1	100%	12	SEAP	1
Specialist	1	100%	12	SEAP	1
Specialist	1	100%	12	General	1
Faculty (full-time)					
Counselor	1	100%		General	1
Faculty (Adjunct)					
Adjunct Counselors	2	Varies	Varies	Categorical	1
Hourly					
Student	4	25	10	General/Categorical/WorkStudy	1
Professional Experts	2	50	10	Categorical	1
	Total FTE				9

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors		n/a		
Volunteers		n/a		
Interns		n/a		
Total Hours & Costs				
Total FTE				0

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

While there have been some gains in staffing made for our center since the last program review, given the size of our student population and the fact that on average, more than 70% of new students each year report that transfer is their educational goal, in addition to the factors detailed in section 2.7, the current staffing is not adequate to support the needs of our transfer students. We continue to rely on temporary funding for essential functions such as adjunct counseling and front desk operations. While these temporary funds have allowed us to expand our services and reach more students (in our previous review we cited a correlation in an increase of students transferring with increased Transfer Center services due to SSSP/Equity funding) they do not allow us to hire permanent staff to fulfill these important roles. When we hire hourly employees, we are held to contract rules that limit their employment to 26 hours per week and a limited number of weeks per year. This has led to a significant turnover, requiring the full-time staff to spend considerable time recruiting, hiring and training new staff. Having a clerical assistant would provide the extra support necessary to carry out office operations for our high traffic center and it would improve our services to students, as the person at the front desk is often the first point of contact and it is crucial that this staff member be reliable and well trained to answer student inquiries and refer them to the appropriate staff/services. Transfer can be a stressful process for students and students' first contact with our center should also be trained in supporting students in distress, and familiar with our campus resources.

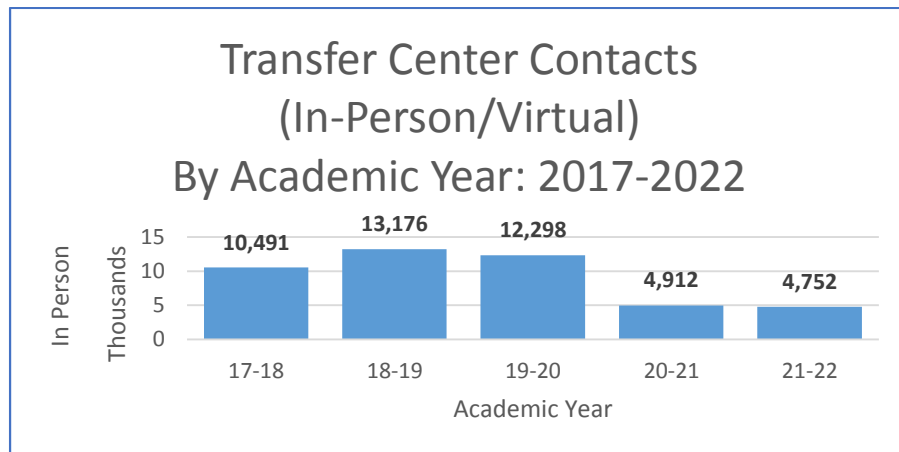
Prior to the availability of SSSP/Student Equity funding, the Transfer Center had offered limited counseling services, typically reduced to key times during the year, focusing most of the hours during the fall application period. However, students are in need of guidance with course planning and transfer preparation year-round, as timely completion of specific requirements has become increasingly important in the admissions process. The summer period is especially important for UC transfer preparation, as students hoping to take advantage of the UC Transfer Admissions Guarantee (TAG) must determine their eligibility and apply by September. In the previous reporting period, additional funding for counseling support during the months of August and September helped us identify eligible students and increase the number of TAG applicants. In the current reporting period, we have been able to access temporary funds (SSSP/Equity/HSI) to employ two to three adjuncts, which has allowed us to offer more counseling appointments year-round and to pilot new workshops and targeted outreach/equity initiatives. However, these temporary funds are not guaranteed to be available every year, making it difficult to plan.

Finally, the current staffing level is not adequate to support both in person and virtual services. Now that we have transitioned back to campus, we are receiving requests for both in person and virtual services. We are essentially doing double the work now to maintain both modalities.

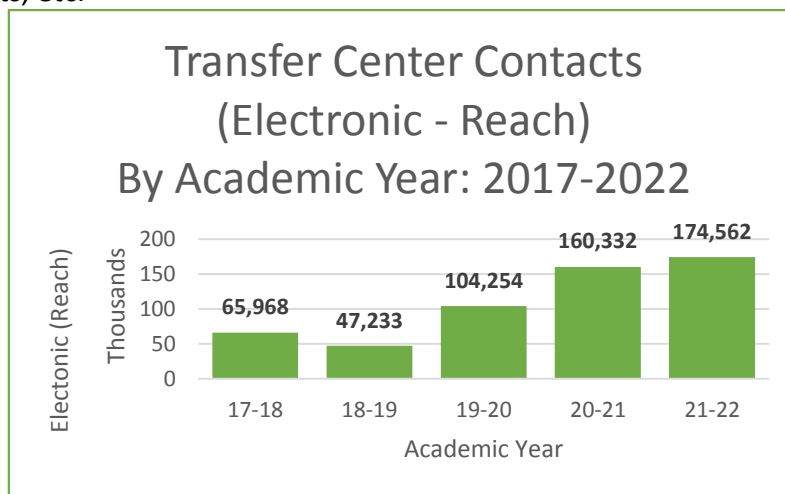
2.5 How many students are served? How has this number changed since the last review?

As we review the contact figures below, it is instructive to consider them in the context of the many significant changes that have taken place since the last program review in 2017-2018. These will be detailed in section 2.7, however, the two most prominent changes that affected our contact numbers were the vacancy of a Specialist position in 2019 (was not replaced until late fall 2021) which limited the number of workshops, presentations, and application assistance we were able to provide and the COVID-19 pandemic with subsequent move to fully remote services. A large portion of our in-person contacts were acquired through our college fairs which are offered twice per year, tabling throughout the year, and our Transfer Celebration. All of these activities were halted during the pandemic. Further, it is important to note that since fairs are

large scale events and it is impossible to capture data for each student that attends, we estimated in person contacts at 1,500 for each fair based on course enrollment data in consultation with the Office of Institutional Effectiveness.



The figures above are total student contacts for in-person services, with the exception of the 2020-2021 and 2021-2022 figures. Those contacts were made virtually due to the pandemic, but reflect zoom services such as application assistance, appointments, workshops etc. that we normally would have conducted in person. In contrast, the electronic reach contacts below reflect one-way communications with students in the form of emails, social media posts, etc.



We attribute the marked rise in electronic reach contacts (reach) in 2019-2020 and subsequent years to a more robust communications staffing and the move to full remote services due to the pandemic. Transfer Ambassadors (TA) were originally assigned to tabling and presentations on campus, but with the move to remote work, our TAs were reassigned to helping the Transfer Center increase its online presence and communicate with students via social media and Canvas.

In our previous program review we reported **3,037 unduplicated student** contacts in 2017-2018. These were students who attended events or utilized services that we were able to collect ID numbers for. In 2021-2022 we only recorded 1,914. Again, this is in large part to the pandemic and overall enrollment decline. However, now that we are back on campus and offering both in-person and virtual services, we have made significant gains with over **2,700 individual students served in the first half of 2022-2023 alone**.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impacted the services of this program?

It goes without saying that the global pandemic influenced all our college's programs and services. We had to learn to "pivot" and find a way to continue to serve students while our staff were (like everyone else on the planet) dealing with their own challenges related to the pandemic. However, our center experienced additional changes during the reporting period that greatly impacted our services. These additional changes were related to staffing vacancies and the growth and eventual separation of the Cadena Cultural Center and Grads to Be from the Transfer Center.

- In the 2018–2019-year, one of our Transfer Center Specialists left her position for another opportunity on campus and we did not immediately replace her (we were able to replace this specialist position in late fall 2021).
- Instead, an additional coordinator was hired in July 2019 to coordinate the diversity programming for the Cadena Cultural Center. For the first time, each Center (Cadena and Transfer) had a separate coordinator, but they were still under the purview of one director. This helped to define the two Centers' distinct missions. However, while the Cultural Center Coordinator provided some support for transfer activities, this left a vacancy in the Transfer Center that resulted in fewer transfer workshops, presentations, and general assistance.
- In addition, in fall 2019, the Director assumed the responsibility of overseeing the Grads to Be Program under the umbrella of the Cadena Cultural Center and eventually, a Specialist for Grads to Be was hired in March 2020, just as the campus shut down and began remote operations.
- In March 2020, in response to the COVID-19 pandemic, the campus administration issued a directive that all personnel work from home. This meant that all in-person services were cancelled such as: tours, cultural & college fairs, university representative visits, and the Transfer Celebration. This required the staff to focus on primary services that could be offered via Zoom. Staff had to learn (often teaching themselves) to use brand new tools such as zoom, Canvas, Formstack, OneDrive, etc. in order to perform basic functions and maintain accessibility for students.
 - A related impact of the pandemic was a deterioration of our relationship with university representatives. It was much more difficult to refer students to critical staff at the university, as many had yet to create their own ways to ensure accessibility for students. Campuses eventually set up limited zoom meetings. It was difficult and sometimes impossible to speak to some university personnel over the phone. We feel this greatly impacted the success of many of our transfer applicants, as we heard from students who were unable to have their questions answered by the university offices they needed to connect with.
 - In addition, many students expressed that they had experienced difficulty with online classes and a hesitation to transfer (even if eligible to do so) if all courses were to continue to be remote at the university level. This surely impacted our transfer numbers.
- In January 2021, an Administrative Assistant II was re-assigned from the Counseling department to our center. This was a much-needed position within the center that had been growing in staff, activities, and student traffic over the years. This position allowed our Student Services Coordinator to focus on the center's programming, online delivery platforms, website, supporting hourly, and other Coordinator duties.
- In Spring 2021 the center underwent a major physical renovation that had long been planned to make best use of the space for students and staff.
- In summer 2021 the two centers (Cadena and Transfer) officially separated. This provided an opportunity to envision growth and new opportunities in each of these areas.

- In fall 2021, the Honors Program was relocated within the Transfer Center. Though the program continues to be under the purview of the faculty coordinator and the Dean of LLRSPS, the Transfer Center team provides significant support for Honors and the honors hourly also assist with general office needs.
- In late fall 2021 we were finally able to hire the Specialist position that we lost in January 2019. As with any new hire, a significant amount of time was spent onboarding and training.
- In Spring 2022 our veteran (long time) Specialist left for a different position on campus, leaving us again with a vacancy. This position was filled, and we onboarded and trained a new staff member who joined us in summer 2022.
- In fall 2022 we were challenged with providing both in person and virtual services to students during the critical fall application submission period. The team was creative and dedicated to support students in both modalities, but it was a challenge to do so with the 3/2 hybrid schedule given the limited staff and moved to a 4/1 hybrid schedule in October and November to ensure we adequately served students in person as well as virtually.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

Like most campuses, Fullerton College is experiencing enrollment decline and we anticipate that budgets will need to be reduced. If the campus/district responds by reducing counseling staff or by leaving student services classified staff vacancies unfilled, it will have a direct impact on our ability to help students transfer.

With the successful implementation of **AB 705**, we have seen an increase in the number of students seeking transfer information and services while still in their first year of college. We have always encouraged this, as it is important to begin planning for transfer early on. However, with most of our staffing and efforts focused on the final steps prior to transfer (the year-long application process), we are tasked with creating additional materials and services, as well as having staff to support students with their transfer exploration and liaise with Promise and First Year Experience.

Senate Bill 1440 was a huge landmark reform which changed the landscape of CSU transfer in California. The number of CSU-bound students taking advantage of the “guaranteed” transfer pathway continues to climb and as such, has warranted recognition as a “starting point” for all entering freshmen students who indicate a desire to transfer from the community college. More students are seeking ADT guidance and preparation at the community college because it may prioritize their admission consideration into a particular major or program; a significant advantage, especially for local campuses like CSUF and CSULB which are impacted for all undergraduate programs. The need to provide more counseling appointments and workshops geared to assist ADT applicants is already being felt in our center. As we continue to be the number one feeder community college in transfers to CSUF, the need for more staff and resources is imperative in the preparation of our transfer-bound students.

The recently passed **Assembly Bill 928** would designate that all incoming college students with a transfer goal to be onboarded onto an ADT pathway for transfer purposes. The implementation of this bill will impact various department and offices, but in particular counseling and transfer-specific resources. The need for counseling appointments, workshops, and application assistance would be greater as all students would now enter the community college with a goal of transfer. The immediate need for educational planning, campus exploration, and university representation on campus is

projected to grow and will significantly impact Transfer Center resources and services. On average, over 70% of new students indicate a transfer goal beyond the community college, which will mean that more students will seek out transfer resources and counseling early on.

The additional piece of legislation associated with AB 928 is the call for a creation of a singular general education pathway that would directly impact transfer requirements for UC and CSU bound students. This is a huge undertaking that will affect the campus as a whole but in particular, will affect the need for counseling and exploration for transfers. This change will impact several of our resources (Canvas) and publications (website, social media accounts, etc.) which will need updating and wide-spread communication to students. Training for staff will also be important as we transition to a new GE pattern because students will have many questions regarding the change.

Another recent change which will affect transfer is **Assembly Bill 1111**. The passed legislature requires that community colleges create a common course numbering system for all general education and transfer pathway courses by the summer of 2024. Staff training, publication materials, public announcements and transfer resources will have to be updated to reflect new information. Counseling will again be impacted as there will be great need to update education plans and explain new information to students to keep them on track for transfer.

In addition, since the implementation of **Assembly Bill 1460**, there has been a greater need for counseling and educational planning services which address the CSU Ethnic Studies graduation requirement. This change continues to be confusing for student and can affect a student's progress towards transfer and ADT attainment. This bill continues to affect the need for communication with students in various formats (Canvas, social media, website, etc.), continuous training of counselors and staff, and increased need for counseling/educational planning. The execution of AB 1460 is still ongoing as the next phase is to incorporate this requirement into the IGETC general education requirements and simultaneously, embed it into local general education requirements for native degrees at Fullerton College. These changes will continue the need for more counseling, training, public announcements, and updates to publications available through the Transfer Center.

As the state of California moves into an adoption of a new CCC **funding formula** that incentivizes student success, it is crucial to be intentional about the work we do to help students achieve their degree, certificate, or transfer goals in a timely manner. In particular, with funding tied to degree(s) and certificate completion and transfer, our center will be impacted with students wishing to seek services which help them plan for degree completion and transfer preparedness. This increased focus on transfer outcomes is also echoed in the Chancellor's "**Vision for Success**" which a goal for our community college system to **increase transfer to UC and CSU by 35%**. As Associate Degrees for Transfer (ADT) continue to gain momentum and prioritize transfer to CSU, this is an area we are already experiencing a high demand in services for, especially during peak transfer application times. In order to meet the need of students checking for transfer and degree requirements, additional staffing and resources will become imperative to continue to meet the demands of our student population. Impacted services such as counseling, workshops, and access to computer stations will continue to be important pieces of the equation in helping students achieve their education goals in a timely manner; all while maintain our commitment to excellent "customer service" with a limited staff. In addition, **Guided Pathways** and our **Student Equity** plan direct us to be more intentional and remove institutional barriers and provide intentional support to students that are disproportionately impacted. According to data from the state (which informed our Equity Plan), our Black/African American and Hispanic/Latinx are disproportionately impacted for transfer outcomes. Work has begun in the Guided Exit workgroup and we have piloted several initiatives, however the Transfer Center and Counseling

Team will need to expand some of the pilots we have been working on and will require additional staffing to identify, reach out to and monitor the progress of students in these groups towards transfer milestones. It will also require us to increase collaboration across campus (FYE, Guided Pathways, instructional faculty and other Student Service areas) to accomplish these goals.

University admissions policies and practices are a major, external factor (over which we have no control) that directly impacts the transfer outcomes for our students. While some universities continue to experience **impaction**, others are experiencing application and enrollment declines, these shifts often lead to changes in admissions requirements/practices. CSUF is the major intended destination for our students and when they increase requirements or limit their outreach to our campus, it greatly affects our overall transfer outcomes. The Transfer Center staff has to stay informed and up to date with the latest changes and react to them by updating our materials/information and supporting students through these changes.

The **UC dual enrollment** program is another change that is forthcoming. Students who apply to UC as freshmen applicants with a 3.00 GPA but who are denied due to not having met minimum eligibility criteria will be notified about the opportunity to have “guaranteed admission” at one of the 6 participating campuses by first completing coursework at a Community College. Staff will need to be trained on this and it is unclear how we will be able to identify these students.

As discussed above, the Center adeptly transitioned to supporting students virtually during the time when staff was working remotely. However now that we are (primarily) back in person, it has created a challenge to adequately provide both modalities with the current limited staff, especially with hybrid schedules.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

- In fall 2021 1893 Fullerton College students applied to CSU for transfer admissions, 1588 were accepted, and 1005 enrolled at the CSU. Hundreds additional students applied to, were accepted, and enrolled at UC and or Private or Out of State institutions.
- During our last accreditation visit, the Cadena/Transfer center was recognized and the campus received a commendation for our center’s “Focus on transfer and equity minded practices” and “Development of innovative programs and support services”. The events and services provided by our center go above and beyond what most transfer centers provide and our intentional focus on equity also stands us apart.

Below is some additional transfer enrollment data:

Cal State	Applied	Admitted	Enrolled	Admit Rate	Enroll Rate
2021-2022	1,893	1,588	1,005	83.9%	63.3%
2020-2021	1,918	1,748	1,148	91.1%	65.7%
2019-2020	1,744	1,569	995	90.0%	63.4%
2018-2019	1,921	1,550	1,058	80.7%	68.3%
Total	7,476	6,455	4,206	86.3%	65.2%

UC	Applied	Admitted	Enrolled	Admit Rate	Enroll Rate
2021-2022	478	327	238	68.4%	72.8%
2020-2021	467	356	250	76.2%	70.2%
2019-2020	488	374	282	76.6%	75.4%
2018-2019	556	407	275	73.2%	67.6%
Total	1,989	1,464	1,045	73.6%	71.4%

Enrolled	CA Private	Out of State
2021-2022	Data not yet	available
2020-2021	98	220
2019-2020	122	254
2018-2019	116	237
Total	336	711

We are in the process of trying to gather disaggregated data to examine our acceptance and yield rates by race/ethnicity and cross reference with students who participated in transfer center events and services but that information is not available at the time of writing this report. We are exploring the possibility of a data sharing agreement to help us with this in the near future.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the **strengths** of your program?

- The transfer center is proactively student-centered. We regularly conduct student surveys and develop and adapt our services with our diverse student populations in mind.
 - We understand and try our best to address the needs of our students. For example, we understand that completing transfer-level courses is only one part of the transfer process and that there are many factors that can interrupt or facilitate transfer; from financial challenges to lack of information to indecisiveness regarding majors or universities and even missing deadlines. Our comprehensive array of events and services are designed with this understanding and sets us apart from other Transfer Centers. We often share our events/presentation materials with other colleges seeking to implement similar events and services.
 - When scheduling workshops and services we are also mindful about offering different times and days of the week to ensure that students have options that work with their schedules.
 - To understand how students experience the quality and availability of our services, we conduct a year-end satisfaction survey, as well as post-event surveys for many of our activities. This provides valuable feedback that we use to adapt our services. For example, student satisfaction surveys indicated that students wanted more counseling and more workshops at different times of the day. In response, the center has taken advantage of the temporary funding from SSSP/Student Equity, to offer additional counseling and workshops on selected Saturdays. This has enabled students who work during the day and may not have the ability to access counseling and transfer services during regular operating hours Monday-Friday to be able to attend a workshop and receive assistance with the CSU and UC applications. In addition, students indicated they wanted more online resources. In

response we revamped our website and utilized Canvas to store presentation materials and additional resources.

- In Spring 2020 we conducted a survey to gather student feedback on their experience and satisfaction with our early attempts to provide online services. Students reported being satisfied with the ease of use of our “Submit a Question” online form and response times. They also provided comments such as *“The online services were fantastic and solved my issue promptly during this time. Extremely happy with the rapid responses and detailed information to proceed forward for my transfer.”*
- Our staff are committed to creating a student friendly environment and making students feel welcomed in our center. In the previous reporting period, we cited student survey results indicating overwhelmingly positive responses from students who visited our center. This commitment was displayed by our team and experienced by students even as we transitioned to remote services. In a recent survey (Fall 2022 Transfer Cohort Exit survey) one student wrote: *“I felt cared for with all the support from the Transfer Center”*
- We are thoughtful in our planning and innovative in our delivery of services.
 - We are always seeking and implementing innovative ways to better serve our students and meet their needs. For example, during the height of the pandemic, we were able to use social media, online platforms (zoom, formstack, and Canvas) to find new ways of serving and connecting with students. We are also comprehensive, in that we employ many mediums to communicate transfer requirements, updates, and transfer events to students. These efforts include a monthly E-newsletter, social media (Instagram and Twitter), Transfer Center website, targeted emails, flyers, Canvas and informational tables throughout the campus.
- We collect data and use it to guide our programming
 - We engage in ongoing evaluation of our programs and services to assess our strengths and possible areas of improvements. This provides valuable feedback that we use to adapt and improve our services.
 - We review book/fill rates of our workshops and appointments in order to plan for future programming.
 - Social media continued to be an asset in maintaining contact with transferring students. Although we maintained a presence on Instagram, Facebook, and Constant Contact (emailed newsletters), our contact figures for Facebook showed a continued and marked decline which led us to delete our account at the end of the academic year.
 - Although our application workshops and drop-in services were readily accessible online, in summer 2022 our student traffic data revealed that more students requested in person application assistance than online on the deadline date for Spring 2023 CSU applicants. We used this information to inform our in-person staff scheduling to ensure we were able to provide high-touch assistance both in person and virtually for students applying for the Fall 2023 cycle.
- We are collaborative and aim to increase transfer knowledge across the campus
 - We collaborate with Humanities Faculty to share information about how to support students writing their UC Personal Insight Questions (formerly called Personal Statements) and we have several faculty volunteer to assist us with student appointments.
 - We have also provided trainings to writing center faculty and staff related to Personal Insight Question (PIQ) reviews and we help advertise their services.

- We collaborate with EOPS to support their faculty in assisting students with transfer. We share our workshop materials and share important updates with EOPS staff.
 - We have coordinated monthly meetings with staff in EOPS, Admissions and Records, and counseling front desk. Most transfer applicants will engage with these different areas on campus and it is important that we are all aware of how the application cycle impacts each area. This increased communication is also helpful as we refer students to each others' areas.
 - We hold monthly communications meeting with staff from Campus Communications, FYE/Promise, Honors to help get the word out about our services and transfer updates.
 - Our staff serve on various advisory committees and support teams including
 - Umoja
 - EOPS
 - Grads to Be
 - Veterans Resource Center
 - Honors
 - We collaborate with Counseling, EOPS and Admissions and Records on projects to help ensure students apply for their ADT degrees and meet requirements.
- We are dynamic and flexible
 - Transfer requirements and applications processes can change very quickly. As such, Transfer Center faculty and staff must participate in ongoing trainings, attend conferences, and stay connected with university representatives to ensure that we provide the most up to date information to students. This also means that we need to quickly adapt our services to meet the ever-changing application process and requirements.
 - We are centrally located.
 - Our location is a major strength. By being centrally located in the college center building in front of the quad and near the dining hall, we are readily accessible to students and enjoy steady student traffic because of this. This location also facilitates having several quad events and presentations in the conference rooms.
 - We value diversity and work to eliminate transfer equity gaps.
 - At our monthly trainings we invited representatives from the campus community to help us understand and implement best practices in serving special populations. We have had guests from Disability Support Services, Umoja Community, the Veteran's Resources Center, and Student Support Services to name a few. Topics included Title IX training, working with students in distress, serving students of color and serving student veterans.
 - Our staff have also taken advantage of several online trainings including: UndocuAlly Trainings, LGBTQ+ Summit, Black Minds Matter webinars, Equity Minded Student Services in the Online Environment, Mental Health First Aid training and more.
 - We submit our student contacts to the office of institutional effectiveness every year to understand the demographics of the students who access our services and work towards increasing the number of disproportionately impacted students. For example, we collaborated with the Umoja program to send emails (and post mail) to students who self-identify as Black/African American.
 - Our Transfer Ambassadors table at strategic locations on campus- either in or near the offices of special programs (Umoja, Cadena Center, VRC, etc.).

- We created an UndocuTransfer UC/CSU application guide and Transfer FAQ document and provided a new workshop entitled “Transferring to UC as an undocumented student” in collaboration with Grads to Be colleagues.
- We have also piloted several initiatives aimed at reducing transfer equity gaps including targeted communications and support for Latinx male students and degree completion projects in collaboration with Admissions and Records and Counseling.
- Throughout the pandemic, we conducted several online surveys to assess how Covid-19 impacted our transfer students and shared information about campus resources such as hot spots, laptop loans, etc.
- We are easily accessible to students in person and online. In the previous program review, we listed the limited availability of online signups and workshops as a weakness. However, since the pandemic forced our team to learn new modalities such as zoom, canvas and formstack, this has now become a strength for our program.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

Budget limitations continue to be a weakness for us. Our general fund allocation for operating expenses has not increased in ten years despite the exponential rise in costs of basic expenses for our center. For example, since 2013, short-term (student) hourly staff rates have increased by 60%, adjunct counseling rates by 45%, and transportation costs (buses for university tours) have nearly doubled. We have made use of temporary/categorical funding and support from the Counseling Division but without an increase in our general allocation, we must continue to rely on temporary funding that is never guaranteed from year to year.

Another weakness of our area is that we have focused our staff and energies on supporting students in the final year prior to transfer, but we need to increase support for first year students and students earlier in their transfer journeys. We have begun to address this by updating our website with a dedicated page for first year students, and we have discussed the possibility of a “transfer exploration” Canvas. However, additional staff support will be needed to adequately maintain and expand these efforts. We also frequently receive requests to participate in High School outreach events, but we are often unable to accommodate these requests due to staffing.

Finally, although we offer robust transfer application services, financial concerns are a major barrier to transfer, especially for our DI student populations. Many students limit their options because they believe, for example, that UC is just too expensive. In addition, even when students apply and do get accepted, the financial aid award letters can be confusing and difficult to decipher. We are challenged to find ways to assist students with this while not overstepping in the domain of our Financial Aid office staff. Often students need to navigate interacting with both our FC and their university Financial Aid offices, and we will need to try and find ways to collaborate with these entities (which are often understaffed) to support our students.

3.3 Based on your analysis in 2.1 through 2.8, what **opportunities** exist for your program?

Although we have quickly grown adept to providing online services and resources, there are always new opportunities to improve and expand in this area. We are currently exploring the use of Cadence text messaging as a new way to communicate with students and are experimenting with hybrid presentations/workshops. As noted, we are also exploring the development of a Canvas for first year or “transfer explorer” students.

Now that the Honors program is located within our center, we have the opportunity to do more meaningful collaborations with Honors and connect Honors students to our services.

We also see an opportunity to continue to foster collaborations with special programs and tailor some of our workshops to specific student populations, just as we have done with our “Transferring as an undocumented student” workshop.

Our enrollment declines provide an opportunity to expand on some of our intentional outreach and provide more of a comprehensive and case management approach to supporting students. We have noted how critical it is for students to meet with counselors, however if the campus responds to declining enrollment by reducing adjunct counseling and part time staff, we will not be able to take advantage of this opportunity.

With adequate funding, the pilot Transfer Ambassador initiative has the potential to expand and do more classroom visits/announcements and connect with student groups.

With increasing competitiveness of transfer requirements to the CSU and UC schools, increasing the number of campus tours and transfer events to expose students to a wide array of options could benefit students transfer success.

Collaborations with FYE/Promise and Guided Pathways is another opportunity for us to be able to get students connected with us and case manage/support their progress towards transfer. We are having conversations around how to work together and provide “Guided Exit” services that will do just this.

3.4 Based on your analysis in 2.1 through 2.8, what **challenges** exist for your program?

There are several challenges that impact our ability to improve transfer success and outcomes for students:

- A major challenge to the Transfer Center is the changing nature of university transfer policies and requirements. These changes are often made mid-cycle, and without prior notice. This poses a challenge when advising students. Further if students do not visit with us or with any counselor on a regular basis (once per semester is advised), they may be following old information and later perceive that they were given wrong information. Impaction at the university level continues to be a challenge as the number of students who transfer depends largely on the spaces available to them at the university level. This is something over which we have no control.
- Measuring transfer success itself is a challenge because there are many factors that affect the transfer data that the state collects and measures to determine successful outcomes. We don’t have accurate data on student intent to transfer or what major a student is actually pursuing. Further, the way that the state calculates transfer outcomes is different from the information we collect/track. In addition to tracking transfer enrollments every year, we also need to look at transfer outcomes by entering cohort year and by the definitions the state has determined.

- An ongoing challenge relates to the limitations of student data collection and management given the current tools available to us: SARS and ARGOS. There is no mechanism other than submitting data requests to the Office of Institutional Effectiveness to acquire demographic information based upon a large list of student IDs. Neither SARS nor ARGOS provides this information which is critical for Guided Exit initiatives which specifically target disproportionately impacted students and would allow us to case manage.
- In we have several systems with student data Banner, DegreeWorks, SARS, Starfish (coming soon) however these systems are limited in their capacity to “talk to” each other and they are not well integrated. Further, DegreeWorks is not an adequate tool for transfer planning. Starfish is forthcoming, but we still do not know how this tool can help us achieve our goals. Not only do our systems not talk with one another, but they are often unreliable. DegreeWorks often goes offline, especially during the busy and critical registration times. We lack a reliable and efficient way to track student progress towards transfer and to communicate with students. Our current infrastructure and student data management systems are inadequate. For example, the current institutional processes to evaluate transcripts from other institutions (Other College Transcripts, or OCT) hinders the efforts to efficiently track student progress towards transfer. Coursework from other colleges is unavailable in DegreeWorks , and it does not provide a complete academic history for a degree audit. Currently, evaluation of OCTs for CSU or IGETC certification can take months.
- Despite the many methods we employ to advertise our services to students, getting students connected with us is always a challenge. Every year we meet with students who seek our services only after having gone through the application process on their own and having been denied. They often share regrets for not connecting with us earlier. Although we have a robust website with great information for students, it is not easily accessible from the college’s home page.
- Counseling capacity and access to student information is a major challenge for us. Our Specialists are challenged with assisting students who seek their assistance with applications if they have not yet met with a counselor to do what we call, “Exit planning” (i.e. determine their university/major goals, complete major preparation requirements, determine the general education pattern they are following, ADT status etc.) In addition, sometimes students do meet with counselors, but this crucial information needed to submit their application is either not noted in DegreeWorks notes or otherwise easily accessible to them or to our staff.
- As described in detail in section 2.4, the limitations posed by hiring hourly/temporary staff is a major challenge.
- Additional external policies and legislation that pose challenges for us are detailed in section 2.7

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	CONTINUING- Students who use transfer center services will report satisfaction with the events and services provided. OLD Outcome: Students who visit the transfer center services will experience our center as safe and welcoming space.	At the end of each application cycle. (Summer 2019, Winter 2020, Summer 2020, Winter 2021, Summer 2021, Winter 2022)	At the end of each year in June.	Changes were made in Spring 2020 to improve our online resources and services.	6
2.	CONTINUING- Students who attend transfer workshops will learn the minimum requirements for transfer admission to UC and CSU.	During transfer workshops in the fall (fall 2019, fall 2020, fall 2021, fall 2022)	At the end of each year in June.	No changes needed. Our results show that students who attend our workshops gain knowledge about university transfer requirements.	4
3.	CONTINUING-Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.	During transfer workshops in the fall (fall 2019, fall 2020, fall 2021, fall 2022)	At the end of each year in June.	No changes needed. Our results show that students who attend our workshops gain knowledge about university application filing periods and deadlines.	4
4.	NEW- Increase the percentage of students identified as being “near the gate” (students who completed/enrolled in at least 45 transferable units and a transferable math and English course) that we support with application services and subsequently, apply to UC and CSU.	We will measure this outcome in Summer 2024. Transfer application data for students who apply in fall 2023 for the fall 2024 term will not be available before then. We will compare applicant data to our SARS records and OIE transfer landscape dashboard data.	We will review the data in Summer 2024.	N/A	N/A

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	NEW- Students who attend our application workshops will report that they were helpful to their application process.	At least 80% of students will report that these workshops were helpful to them.	A Qualtrics survey link will be distributed via Canvas.	Yes, but only if we have a large enough sample size and are able to collect student IDs.	
2.	CONTINUING- Students who attend transfer workshops will learn the minimum requirements for transfer admission to UC and CSU.	Students' responses to pre and post assessments will be analyzed. We will have met the outcome if at least 80% of students answer all questions correctly in the post assessment and if each student increases their number of answers correct.	A pre and post survey or zoom poll will continue to be administered to students attending our Part 1 Workshops.	Yes, but only if we have a large enough sample size and are able to collect student IDs.	The results will show that our workshops are effective in teaching students about minimum university requirements.
3.	CONTINUING-Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.	Students' responses to pre and post assessments will be analyzed. We will have met the outcome if at least 80% of students answer all questions correctly in the post assessment and if each student increases their number	A pre and post survey or zoom poll will continue to be administered to students attending our Part 1 Workshops.	Yes, but only if we have a large enough sample size and are able to collect student IDs.	The results will show that our workshops are effective in teaching students about application filing periods and deadlines.

		of answers correct.			
4.	NEW: Increase the percentage of students identified as being “near the gate” (students who completed/enrolled in at least 45 transferable units and a transferable math and English course) that we support with application services and subsequently, apply to UC and CSU. We will focus on our DI groups for transfer- Hispanic/Latinx and Black/African American.	We will compare three data sets: our SARS student usage reports for fall 2023, OIE data on students enrolled who are “near the gate” during that term, and data from UC and CSU regarding applicants from our campus for the fall 2024 term.	We will work with OIE to update transfer landscape dashboards and collect student data. Our challenge will be to gain access to applicant data from the universities to compare against students who used our services.	To be determined. Data sharing agreements with CSUs have not been executed, but we can disaggregate our SARS data with the help of OIE.	The results will show that the Transfer Center is reaching students at adequate junctures in their academic journey to support their application process and that we are supporting our disproportionately impacted groups.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Fall 2019 and Fall 2020 applicant survey ratings indicated that students overall were satisfied with our services but survey comments revealed they wanted more of our workshops and resources to be available online. Feedback from campus partners and Transfer Advisory meetings also suggested this was an area for improvement. Students also cited a need for a way to sign up for our services instead of just calling or visiting the center. We started to explore this by building modules and piloting Canvas prior to Covid, but during the pandemic, this was one of the strategies we employed to provide students with critical transfer information. In addition, some students provided feedback about the need to provide information and guidance for students applying to nursing programs. The nursing track can be complicated and often involves distinct application process than that of students transferring in other majors. In response, our adjunct counseling team created a new “Part 1” information session specifically for nursing majors that was extremely well attended by students and counselors. The team is working on a “Part 2” workshop that will cover more specifics about the application process for nursing programs.

Student surveys also showed that students wanted more access to transfer services and information earlier on. Feedback from our Transfer Advisory meetings also identified this as an area for improvement. We anticipated this in the previous program review, citing the impact of the success of initiatives such as AB 705 and the Promise Program, which helped move students through completion of transfer-level Math and English faster. It would be helpful to have an additional Specialist to be assigned to work with students in the early transfer exploration phase and liaise with outreach, promise and FYI. However, we did respond to this need by creating a page on our website dedicated exclusively to students in their first year, outlining the

steps needed to prepare for transfer and providing helpful resources. We are also in the process of creating a Canvas specifically for first year students.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

When students attend our Part 1 (Preparing to Apply Workshop) we do a pre and post zoom poll with 6 questions to assess students' understanding of transfer deadlines and requirements before and after attending our sessions. Data from the most recent sample of workshops reveals that students answered significantly more questions correctly in the post poll than in the pre-workshop poll. The results show that only 23% of students answered all questions correctly prior to receiving the information presented, but after the workshop, 89% received perfect scores. These results indicate that our workshops are effective in teaching students about critical requirements and deadlines. Without this information, students may miss application deadlines which can delay their time to transfer or cause them to be denied for missing requirements.

4.5 What challenges remain to make your program outcomes more effective?

During the reporting period, considerable effort was placed on revising our surveys to better capture the information needed to assess the effectiveness of our services, students' experience with our center and staff, and also to better understand their transfer journey and challenges (while keeping the surveys at a reasonable length). As a result, we revised our surveys several times, making it difficult to compare from year to year. In addition, there was a bit of a learning curve with Qualtrics and all the features available. However, the time spent in improving our surveys has paid off as we now have a good set of surveys that we can administer each year without major changes. We have also created an assessment/survey planning calendar.

Another challenge we have encountered is that our response rate for surveys dramatically decreased as we transitioned to remote services and surveys. It was easier to have students fill out a survey immediately after our workshops in person, rather than to have them log on and click on a link to do a survey after our zoom workshop had ended. We started doing zoom polls to collect some learning outcome data, and we may consider doing so for other workshops/events to gather satisfaction data as well.

In addition, we started using the Qualtrics single sign on feature so that we wouldn't have to ask demographic questions within the survey (making it lengthier) and to be able to collect that data on the back end for purposes of disaggregating the results. However, this extra step may dissuade some students from completing the surveys and may be another reason for the low response rates.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

Goal 1 for Fullerton College is to increase student success and objective 4 specifically relates to "transfer readiness". Our outcomes directly relate to this goal and objective. We strive to provide a welcoming space for all students to learn about transfer requirements and to make informed decisions about their transfer exploration and application process so that they can be

successful in their transfer process. This critical information and decision-making process that we guide students through is also part of being “transfer ready”, not just completing the necessary coursework.

4.7 Describe how the program’s outcomes support the achievement of the [institution level SLOs](#).

Outcomes 2 and 3 support institutional SLO #3: *Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. A. Self-Awareness: Students will be able to accurately assess their own knowledge, skills, and abilities; to self-motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.*

We enhance students’ understanding of transfer requirements, processes and deadlines and provide guidance to them, but in doing so we also help students take responsibility and take charge of their own preparation and application process. We do this most explicitly with our Part 1 workshop, where students identify their own next steps to prepare for the application process after having learned about requirements and deadlines as well as in Part 3- After You Apply. This is especially important as a student is transitioning to a new institution, where they will need to proactively seek out services and chart their own path to completing their degrees.

4.8 A. What methods are used to assess the program’s success in serving the student population that interacts with your program?

In addition to assessing the specific outcomes listed above, the center regularly conducts surveys to learn how students receive and perceive our many services. Over the reporting period we have collaborated extensively with the office of Institutional Effectiveness to fine tune our survey questions and learn to use Qualtrics. However, response rates have been relatively low. Below are just a few examples of results from some of our recent surveys:

Fall 2020 transfer applicants- 60 responses:

93% Strongly or Somewhat agreed that they felt better prepared for the CSU application process after attending our workshop.

100% Strongly or somewhat agreed that the workshop was helpful.

97% Strongly or somewhat agreed that they feel confident they know how to report all information correctly on the application.

Sample Comments:

“I love the counselors from the transfer center so much, they are so helpful!”

“The staff is great and it was extremely useful for me to participate in this workshop”

Fall 21 transfer applicants - 27 responses:

As a result of attending our application workshops:

80% strongly agreed or agreed that after our workshop, they felt confident that they had reported all information correctly on their CSU Application.

84% strongly agreed or agreed that they became aware of CSU application deadlines after attending our workshop.

Fall 2022 transfers -25 responses

89% strongly or somewhat agreed that they felt confident they received the information needed to fill out the application correctly.

95% Strongly or somewhat agreed that the workshop was helpful

Sample Comments:

"I really appreciate the help I got from the workshop, I went in with no idea how to do anything and came out with a full understanding."

Part 1 UC WS offered fall 2022 (17 responses)

93% Strongly or Somewhat Agreed that they have a better understanding of UC TAG

100% Strongly or Somewhat Agreed that they have a better understanding of transfer deadlines and timelines

100% Strongly Agreed the workshop was helpful and would refer to a friend.

100% Strongly or Somewhat agreed that they have a better understanding of UC admissions requirements as a result of attending the workshop

100% Strongly or Somewhat Agreed that the workshop helped them identify next steps they needed to take in order to better prepare for the application submission process.

Fall 2021 transfers Canvas Survey (Spring 2021-37 students)

In Fall 2020 we launched the first version of our Transfer Canvas shell to ensure we continued to provide critical transfer information to students even though we were working remotely. This was an incredible learning curve for the team and we did our best to utilize this tool that was created for instruction and adapt it to our needs. Students were surveyed in Spring 2021 and below are some of the results:

95% reported being Extremely or Somewhat Satisfied with the Transfer Center Canvas.

100% Agreed or Strongly Agreed that the format and structure of the Canvas page was "user-friendly"

100% Agreed that the modules provided information that was relevant to their transfer process

78% Disagreed that the information was difficult to access

Sample comments:

"I think that overall Canvas was really useful in my transfer process. If I had one question that didn't need an appointment, I could go to the transfer Canvas page and more often than not there would be a module that helped answer my question and more."

"I don't have any critiques! I loved the Canvas page and how easy it was to navigate across it."

"Title the announcement better, I felt like they never applied to me so I didn't check but when I did look it was too late but I didn't realize I needed it from the title"

--Based on this feedback and trial run with Canvas, we shifted to cohort-specific Canvas shells based on a students' intended transfer term.

Aside from surveys, we also diligently track the number of students who access our services. During the reporting period, our Coordinator dedicated significant time and effort to update/revise our reason codes to reflect the variety of services we offer, as well as the new modalities (hybrid/virtual), and new initiatives (targeted outreach/guided exit). Again, these revisions make it a little more challenging to compare from year to year, but we have found it useful to make these revisions for purposes of more accurate and detailed record-keeping. Our increased efforts to track all student contacts has allowed us to have a more accurate picture of our student contacts, though it is still a work in progress.

We also have continued our annual practice of sending student IDs of all students recorded in SARS to the Office of Institutional Effectiveness for a summary of student demographics. The table below indicates the demographics from the previous reporting period (2017-2018) in comparison to the latest year available (2021-2022)

2017-2018	2021-2022 (Remote Services Only)
Transfer Center Users by Race/Ethnicity: - o 55% Latinx - o 20% AAPI - o 16% White (Non-Hispanic) - o 3% Unknown - o 3% Black/ African American (Non-Hispanic) - o 0.1% American Indian/Alaskan Native Transfer Center Users by Gender: - o 62% Female - o 36% Male - o 2% No Answer	Transfer Center Users by Race/Ethnicity: - o 58.2% Latinx - o 20.1% AAPI - o 14.7% White (Non-Hispanic) - o 4.3% Unknown - o 2.4% Black/African American (Non-Hispanic) - o 0.4% American Indian/Alaskan Native Transfer Center Users by Gender: - o 57% Female - o 37% Male - o 6% No Answer Transfer Center Users: First-Generation College Students: - o 53% of Transfer Center users come from families where their parents or guardians did not earn a college degree. Transfer Center Users: Pell and/or Promise Grant Recipients: - o 89% Pell Grant recipients - o 18% Promise Grant recipients - o 7% Pell & Promise Grant recipients

In addition, we also started tracking how many students we connect with who also participate in special programs. The tables below reflect an increase in the number of special program students who utilized Transfer Center services. We believe our intentional outreach efforts and campus collaborations are contributing to this increase

2021-2022:

Student Representation in Special Groups	Total
Honors Program	189
Educational Opportunity Program & Services (EOPS)	179
Disability Support Services (DSS)	163
Promise	159
Athletes	52
Science, Technology, Engineering & Math (STEM)	41
UMOJA Community	33
Certified Veterans	21
Puente Program	10

2020-2021:

Student Representation in Special Groups	Total
Honors Program	122
Educational Opportunity Program & Services (EOPS)	70
Disability Support Services (DSS)	59
Athletes	15
UMOJA Community	7
Certified Veterans	6
Puente Program	3
Science, Technology, Engineering & Math (STEM)	0

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

These results indicate that that student groups are accessing the center at rates similar to that of the overall FC population. Disproportionately impacted students are less likely to access student services either because they don't know about them or don't feel comfortable asking for help. However, our demographic analysis indicates that we are doing a good job of informing the student population of our services and that they feel comfortable accessing our resources. Our various promotional efforts and close collaborations with special programs and those programs serving disproportionately impacted students have helped to connect students from diverse backgrounds to our services. This is especially remarkable given how the pandemic has affected the enrollment of disproportionately impacted students.

Further, students consistently self-report an increase in knowledge of transfer requirements as a result of utilizing our services and they report that our services helpful to their transfer process.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

As indicated in 4.3, we developed and improved our online services, addressed the needs of nursing applicants and developed resources for 1st year students as a result of our assessments.

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

- Students who attend transfer workshops will learn the minimum requirements for transfer admission to UC and CSU.
- Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

We will increase response rates for workshop surveys/polls and collect their student ID numbers so that we can disaggregate data and make meaningful conclusions.

C. Identify a process for using outcome assessment data to improve student services programs

Assessment data will continue to be shared with our transfer center staff at the end of each semester and during our annual planning retreat. In addition, we will continue to share information with our Transfer Advisory Committee members. We will seek feedback on how to address any equity gaps or improve our services based on our outcomes assessments and student usage demographics assessment.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

We have already been working with the Office of Institutional Effectiveness to create dashboards. Based on the RP Groups, Mapping the Transfer Landscape research, we have collaborated on a Transfer Landscape Dashboard which indicates how many students are at each phase of the transfer preparation journey and includes race/ethnicity, Math and English completion, GPA and other indicators. It would be helpful to be able to connect this data with our student usage data to ensure we are communicating with students as appropriate for their stage in the transfer journey. We have also created a Transfer Outcomes Dashboard that illustrates successful transfer enrollment of FC students by entering cohort with a field for disaggregating by race/ethnicity and gender. We are still fine tuning these dashboards, but the challenge is that the Transfer Center is not a “program” per say which makes it difficult to collect and integrate student data.

However, we will share our outcome assessment data and any relevant dashboards in during presentations at Student Services Division meetings, Transfer Advisory Committee meetings, Faculty Senate, and Flex Days as appropriate.

4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

We conducted a survey of students who utilized Transfer Center services in Fall 2018 which asked them to reflect on their experience with our center. We initially reviewed

the aggregate data in 2019, but we also recently shared the data with OIE for disaggregation and below are the findings:

Fall 2018 Transfer Center Survey Results

The Transfer Center is a Safe and Welcoming Place (Race/Ethnicity)

	Agree		Neither Agree or Disagree		Disagree	
Overall Results	380	90.0%	37	8.8%	5	1.2%
African American	*		*		0	0.0%
American Indian / Alaska Native	*		*		0	0.0%
Asian	70	97.2%	2	2.8%	0	0.0%
Filipino	12	80.0%	*		0	0.0%
Latinx / Hispanic	173	91.1%	16	8.4%	*	
Two or More	25	92.6%	*		0	0.0%
Unknown / Decline to State	37	80.4%	*		*	
White Non-Hispanic	54	88.5%	*		*	

*Indicates less than 10 respondents

The Transfer Center is a Safe and Welcoming Place (Gender)

	Agree		Neither Agree or Disagree		Disagree	
Overall Results	380	90.0%	37	8.8%	5	1.2%
Female	249	92.6%	16	5.9%	4	1.5%
Male	88	88.0%	12	12.0%	0	0.0%
Not Listed	2	100.0%	0	0.0%	0	0.0%
Prefer not to Answer	6	85.7%	1	14.3%	0	0.0%
Not Reported	35	79.5%	8	18.2%	1	2.3%

I Feel Comfortable Asking for Assistance in the Transfer Center (Race/Ethnicity)

	Agree		Neither Agree or Disagree		Disagree	
Overall Results	364	86.3%	42	10.0%	16	3.8%
African American	*	88.9%	*		0	0.0%
American Indian / Alaska Native	*		*		0	0.0%
Asian	67	93.1%	*		0	0.0%

Filipino	13	86.7%	*		0	0.0%
Latinx / Hispanic	165	86.8%	18	9.5%	*	
Two or More	23	85.2%	*		*	
Unknown / Decline to State	34	73.9%	*		*	
White Non-Hispanic	53	86.9%	*		*	

*Indicates less than 10 respondents

- The ratings were overwhelmingly positive
- Our DI groups for Transfer outcomes (as determined by Student Equity data) are Hispanic/Latinx students and Black/African American students. We strive to provide an environment where students feel like they are welcomed and that they belong.
 - 91% of Hispanic/Latinx students reported feeling like the Transfer Center was a safe and welcoming space.
 - The number of Black/African American respondents was smaller than 10, but overall their responses were also positive.
 - Black/African American students and Hispanic/Latinx students also reported feeling comfortable asking for assistance in the Transfer Center

In this survey, students also self-reported that their knowledge of transfer requirements and Process had increased as a result of visiting the Transfer Center.

76.8% of all students reported they Agreed or Strongly Agreed with this statement, 18.5% were neutral and 4.7% Disagreed or Strongly Disagreed.

When we disaggregated by race and ethnicity, for our DI groups, the Black/African respondents were too few to draw conclusions, (less than 10) and our Latinx/Hispanic students' responses similarly reflected this positive trend.

We also attempted to disaggregate the results from our pre and post workshop zoom polls to learn whether there were equity gaps in answering the post workshop questions about transfer requirements and deadlines. Even though the results as discussed in 4.9 indicate an overwhelming improvement in scores, the low response rate did not lend itself to disaggregating in this way.

- B. If you completed a self-study during the last cycle, use the “continuing” outcomes to assess how different groups performed on this outcome.

See above.

- C. If you did not complete a self-study during the last cycle, use this section to plan how you will use disaggregated data to inform your program improvement cycle.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

- 5.1 List the goals from your last self-study/program review.

In our previous Program Review, we identified the following Strategic Action Plans:

SAP 1: Enhance the transfer culture at Fullerton College through increased staffing and programming.

SAP 2: Improve and expand transfer services by hiring a classified administrative assistant.

SAP 3: Increase counseling availability in the Transfer Center (by hiring a second full-time counselor)

5.2 Describe the level of success and/or progress achieved in the goals listed above.

SAP 1: Enhance the transfer culture at Fullerton College through increased staffing and programming.

While staffing levels have fluctuated as described in section 2, the recent replacement of a Specialist position that had been vacant since 2019 has allowed us to increase the number of workshops we offer and the availability of drop-in application assistance hours. Further, we would not be able to serve students in person as well as virtually without this second Specialist position.

SAP 2: Improve and expand transfer services by hiring a classified administrative assistant.

While this SAP was not supported with dedicated funding from Program Review or General funds, a staff member from the Counseling Center was reassigned to our center in order to meet this critical need.

SAP 3: Increase counseling availability in the Transfer Center (by hiring a second full-time counselor)

While this SAP was not supported with dedicated funding from Program Review or General funds, we have taken advantage of temporary funding (SSSP/Equity and HSI) as well as support from the Counseling Division Dean in order to employ or reassign adjuncts from general counseling to the Transfer Center.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

SAP 1: Enhance the transfer culture at Fullerton College through increased staffing and programming.

It is difficult to assess the success of this goal due to the global pandemic. It is impossible to draw comparisons of our programming in years prior as the transition to remote services and declining enrollment all have played a factor in the number of students served and types of events/programming offered.

SAP 2: Improve and expand transfer services by hiring a classified administrative assistant.

The addition of an Administrative Assistant to our team has allowed our Student Services Coordinator to focus on more coordination, support for hourly staff, updating our website, and helping to transition to zoom and Formstack, supporting students and staff with online services during the pandemic. We now have more clearly defined roles within the center.

SAP 3: Increase counseling availability in the Transfer Center (by hiring a second full-time counselor)

We did not receive funding to hire a second full-time counselor. However, we were still

able to increase counseling availability by hiring additional adjunct counselors. Increasing our counseling availability has allowed us to provide more counseling appointments, as well as targeted outreach and guided exit/completion projects.

- 5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

One weakness identified in the previous program review was that our workshops and information were not available online. Students were also unable to sign up for our events online, they had to call or come in person to the center. This feedback was received from student surveys as well as Transfer Advisory Committee recommendations. During the pandemic we had to find new ways to get this information to students, and our team adeptly pivoted and quickly learned new modalities (Canvas, Zoom, Formstack, etc.) in order to be able to continue sharing the important information and support students virtually. This is now a strength of our program. We now have over 2,000 registrants in the currently active Canvas shells. These are cohort-specific, meaning that we archive old cohorts and start new ones with each application cycle. Thus the number of students we have served through Canvas over the past two years is even greater than that. Students are able to access our workshop powerpoints, receive timely announcements, and communicate with our Specialists via Canvas.

- 5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Although no program review funds or increases to our general fund budget were made, the following are some examples of improvements to our program as a result of being resourceful and receiving temporary funding:

A challenge identified in our previous Program Review was related to internal communication within the team. Given the limited staff and need to be available to a large population of students on a drop-in basis during our office hours, we were challenged with scheduling time to communicate updates and meet as a team to brainstorm ideas for improvement and plan ahead. During the reporting period we made a concerted effort to make time for staff to meet and collaborate. We have been able to review student surveys and learning outcomes as a team and do some strategic planning. The addition of more staff has made it possible to do this.

Now that we have a classified team consisting of one coordinator, two specialists, and a much needed administrative assistant II, roles are better defined and we have a much more organized approach to serving students.

Additionally, in the previous program review we identified our physical space as a challenge to best serve students. We were fortunate to receive funding and we also used unused portions of our budget (several activities were halted during Covid) to remodel our space and add new equipment. Improvements to our space now include a better layout with designated spaces for a front desk, classified staff workspaces, counseling offices and an improved computer lab area. We increased the number of student computers available and installed equipment that allows us to conduct some of our information sessions in a hybrid format.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

With no increase in general funds, we have been diligent about requesting categorical funding, however, the uncertainty of having these funds available from year to year makes it difficult to plan for and adequately staff our activities/initiatives.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Guided Exit-Milestone Tracking and Student Data Management
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote transfer success Objective #4: Increase the number of transfers
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Our goal is to hire a Classified Coordinator, Analyst or similar position that would be responsible for providing data collection and analysis necessary for Guided Exit milestone tracking. Ideally, this position would fall under the purview of the Transfer Center director but collaborate with various departments on campus including OIE, Counseling, Admissions and Records, Guided Pathways, FYE and special programs to monitor student progress towards transfer and completion and ensure data is properly shared. This position should have access to sensitive student information and be able to pull reports that include demographic information, to best understand the trajectory and address the needs of DI groups. This position would also help us integrate Starfish data and functionality with our existing platforms.
What <i>Measurable Outcome</i> is anticipated for this SAP?	A measurable outcome would be the creation of a data base (we are exploring the use of MS Access) that we can use to monitor/track students' progress towards transfer milestones, do intentional in-reach at specific points in their journey, and interactions with transfer center staff/activities. Further, if we are able to enter into a data sharing agreement with our local universities, we would be able to track what happens to students after they utilize our services and apply to the university. All of these outcomes should result in an increase in our acceptance rates and decreases in time to transfer students.
What specific aspects of this SAP can be accomplished without additional financial resources?	This position requires a set of skills akin to a coordinator or analyst; thus, this cannot be accomplished without additional funding for staff. However, this function could be achieved in collaboration with Guided Pathways.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel Student Services Coordinator (Range 43)	\$5,858 per month plus benefits	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	Microsoft Access, Argos, and Banner	Staff Development
Other		
Total Requested Amount	\$70,296 plus benefits per year	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Improvement of Transfer Center Front Desk Services	
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote transfer success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As outlined above, we have experienced an increase in students accessing our services since returning to campus. We have also expanded the variety (new workshops and events) and modality (in person/virtual) of these services. Getting students to properly access these services that they need requires a dedicated, fulltime staff member to greet students, answer general questions and refer/sign them up for the appropriate service. Our goal is to hire a Clerical Assistant (Range 29) instead of relying on short-term staff with high rates of turnover. This Clerical assistant would also support the intentional/intrusive calling campaigns we conduct to ensure that our DI student population knows about and utilizes our services.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	A measurable outcome we anticipate is fewer hours spent by full time staff in training our front desk staff as well as an increase in the number of students this position would help contact through our targeted outreach/guided exit campaigns.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Front desk support is an essential aspect of any office and with the complicated nature of transfer and counseling and the demands upon the Center – especially in the high-peak application season, staff funding must be devoted to this vital position.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$4,244/ month plus benefits	
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,928 per year plus benefits	

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:	Expand transfer exploration services	
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote transfer success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Feedback that has been provided by students and campus partners has centered around the lack of robust services for students who may not be in the application phase, but rather in the transfer exploration phase leading up to it. We plan to add another Specialist to our team who will be dedicated to expanding these services. This position would liaise with other programs such as FYE and Promise and also maintain a transfer exploration Canvas. As university tours are an important part of transfer exploration, we plan to offer more of them, but the cost of bus transportation has increased. Further, an out of area tour has proven to be very meaningful for students. Funding is also being requested for this goal.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will measure the number of transfer exploration events/services offered as well as the number of student contacts made for exploration services/activities. We would anticipate an increase in both of these outcomes.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. With current Specialists already taxed to support students in the application phase, we cannot simultaneously increase our events and services related to early transfer exploration.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- 1 Stud Serv. Specialist Range 36	\$59,844 per year plus benefits	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other-Funding for bus transportation for 3 local	Local tours-3 @ \$1,300 each	

university tours and one out of area tour.	Out of Area (overnight) tour- 1 @ \$14,000	
Total Requested Amount	\$77,744	

STRATEGIC ACTION PLAN # 4		
Strategic Action Plan Name:	Improve counseling availability in the Transfer Center	
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote transfer success Objective #4: Increase the number of transfers	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As noted throughout this document, counseling is of paramount importance to help students transfer successfully, especially for DI populations. We also anticipate many changes as noted in 2.7 that will influence transfer counseling. Further, as we move towards more of a case management approach and seek to formalize some of our pilot initiatives, our center will need reliable and consistent counseling support. We have enjoyed the support of adjunct counselors as noted through the use of categorical funds, however this leaves our center vulnerable to budget cuts. Adding a second full time counselor to our team is therefore necessary.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will measure the number of student counseling appointments available, as well as the results of guided exit and equity projects, TAG reviews, etc. made possible by the addition of another full-time counselor.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. Funding is required to hire a full-time counselor.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- 1 Full time counselor	\$85,591 plus benefits	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$85,591 plus benefits	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

In the long term, we hope to be able to have the tools, resources, and information to be able to connect with students at critical junctures in their transfer journey and provide appropriate services. We would like to increase services for “transfer explorer” students and we plan to work with counselors in all departments so that every student is able to receive “Exit Counseling” in time to properly prepare for the application process. We also hope to institutionalize some of the pilot initiatives we have started that have an impact on reducing equity gaps for transfer outcomes. It is these “high touch” practices and case management approach that have the potential for the greatest impact, but they also require adequate staffing. We will coordinate with FYE and Guided Pathways office to leverage Starfish and other GP support, but we will need to be staffed appropriately and our general fund operating budget will need to be increased in order to accomplish these goals and sustain them in the future.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

Fullerton College enjoys a strong transfer culture and consistently ranks among the top Community Colleges in transfers to CSU. The Transfer Center provides critical services that help the campus maintain this reputation and achieve its institutional mission and goals. Our center serves any and all students with an intent to transfer and logs tens of thousands of in person contacts (pre-pandemic) and hundreds of thousand online contacts, which demonstrates the enormous amount of activity produced by this center and its staff. In addition, we record serving about 3,000 unique students each year and our data suggests we are effective in outreaching to our diverse student population with student traffic demographics closely resembling those of the general student population. However, in order to improve our transfer outcomes for all students and in particular, our disproportionately impacted groups, we face many challenges. Some challenges are related to external factors, such as university policies, practices and data sharing, while others are related to internal limitations in access to accurate information, degree planning software and departmental resources. Our team has been responsive to student needs and innovative with the resources we have been able to leverage, however additional ongoing support is needed if we are to “move the needle” when it comes to improving transfer outcomes. This will be increasingly important as transfer outcomes are directly linked to the new student funding formula and student equity plans and funding.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Transfer Center Website	Our website is constantly being updated. We review and update it several times per month.	Yes	https://transfer.fullcoll.edu/

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Jennifer LaBounty

Dean

Jan 17, 2023

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.