

## Transfer Center Program Review 2005-06

1. *How has your program/service responded to the institutional goal of increased access, growth and retention?*

Over forty percent of De Anza students declare transfer as their educational goal. Because transfer is a complex and frequently changing process, students must negotiate a maze of transfer admission requirements that include varying academic standards, different course preparation, and moving application deadlines. The Transfer Center's array of services for current and prospective students addresses these complexities to promote access, growth, persistence and retention. With careful and informed transfer planning, the frustrations and confusion of the transfer process are eased, retention is increased, and successful transfer is the result. Figure I outlines the breadth of services offered and the number of students served by the Center.

Figure I  
Transfer Center Services and Contacts – 2004-05

Type of Service	2004-05 Student Contacts		04-05 Total
	Individual	Group	
Drop-in Advising	5008		
Appointments	502		
Workshops/Classes		799	
University Rep. Contacts	1724		
TAA's Written	172		
Transfer Library Research	545		
High School Contacts	297		
High School Presentations		1008	
Counseling "triage"	1500		
<b>2004-05 Total</b>	<b>9748</b>	<b>1807</b>	<b>11555</b>

The highlights that follow illuminate service accomplishments not apparent in Figure I:

- Drop-in advising: The general student population is served through five- to ten-minute advising sessions as a supplement to the Counseling Center's services. Feedback from students is enthusiastically positive and confirms that short and precise advising interventions can effectively meet many students' needs as they navigate the transfer maze.
- Appointments: For targeted student populations with lower transfer rates or for students with complex transfer issues, individual appointments are made. Students with appointments in the Fall 2004 cohort, tracked for one year, achieved a 90% success rate; 41% were still enrolled Fall 2005 and 49% successfully transferred or were transfer ready. (See question #2 below for detail)
- High School Contacts: The Center's bilingual/bicultural academic advisor made 52 visits to County high schools with emphasis on the Eastside Union and San Jose Unified high school districts. Through advising appointments, transfer presentations, information tables, and other events such as college fairs and parent nights, over 1300 student contacts were made. Advising appointments were, by far, the most

productive recruitment method. For example, of 50 high school students who benefited from appointments and subsequent follow-up, 40% enrolled at De Anza and are still currently enrolled this winter quarter 2006. Of these, many were from Andrew Hill and Independence High Schools.

- University Representative Visits: CSU, UC, and independent colleges/universities advised 1724 students (duplicated count) through 108 visits to De Anza during the 2004-05 year. Of these, the UC led the way with 57 visits.
- Transfer Admission Agreements (TAA): Transfer admission agreements have proven to be an effective tool that promotes transfer success. Previous feedback from two TAA institutions, San José State University and UC Davis, indicate that students with TAAs enroll at higher rates than non-TAA students. Although TAAs are written by all counselors/advisors within Student Services, three Transfer Center staff members wrote 40% of all TAAs in 2004-05.
- Workshops/Presentations: Approximately 800 students benefited from workshops and in-class presentations. The most popular workshops are the UC and CSU application workshops offered weekly during October and November of each year. Presentations in classes such as psychology, child development, English writing, and human development have also proven to be an effective means of reaching more students to teach the transfer process.
- Counseling “triage”: During the first three days of each quarter, the Center staff serves as a “triage” team for the Counseling Center, providing front-line assistance to answer questions and assess waiting students’ needs to determine appropriate service and/or referral. Of the average 1500 students served annually in “triage,” 60% are assisted immediately by the Transfer Center and only 40% are referred to Counseling Center staff for further assistance.

The services outlined in Figure I do not reflect all activities of the Transfer Center. Hundreds of quick questions, telephone and email advising contacts provide a valuable service that is currently not documented. (These contacts will be captured through the SARS sign-in system in the future). Additionally, the Transfer Center staff serves in a consulting capacity to other faculty and staff, indirectly impacting students assisted by other departments. With the Articulation and Transfer Services Coordinator, the Center disseminates updated admissions information, provides in-service training, and assists counseling colleagues with difficult transfer situations. At times, staff has initiated the time-consuming appeals process to advocate for students whose transfer admission has been denied because of inaccurate advising by others.

2. *In what ways has your program/service addressed student equity? Have your efforts increased the success of students?*

Student equity is the underpinning of the Transfer Center’s mission. Title V’s *Minimum Program Standards for Transfer Centers* requires “priority emphasis on the preparation and transfer of underrepresented students” with the mandate “to establish specific targets for increasing the transfer of those underrepresented.” In support of these required standards, the Transfer Center targets African American, Chicano/Latino, American Indian, Filipino, and first-generation college students for specific retention services. Appointments are limited to these populations with historically lower transfer rates. Many may have underperformed in high school or may come from environments in which college is not viewed as a realistic possibility. For these students, advising appointments focus on cultural backgrounds and

strengths, anxieties and fears, levels of academic preparation, personal and family demands, and understanding of successful college-going behaviors. The cornerstone of the Transfer Center’s success is the staff’s expertise in multicultural education and cross-cultural counseling competencies (as delineated by the Association of Multicultural Counseling and Development.) With an enthusiastic service environment emphasizing community, students are motivated to return and to develop the confidence, awareness, and college-going attitudes that contribute to success.

The Center’s impressive track record of success is summarized in Figures II - IV. Students with Fall 2004 appointments were tracked one year to Fall 2005. Ninety percent (90%) of these students were successful. Of the 90 percent, 41percent were retained and still enrolled Fall 2005 while 49 percent transferred or were determined to be transfer-ready (90 units, appropriate GPA and required coursework completed). Of particular note is the achievement of African American, Chicano/Latino, and Filipino students with success rates of 94 percent, 90 percent, and 82 percent respectively. These students achieved significantly higher success rates than their counterparts in the general student population in relation to persistence, retention, and transfer success.

Figure II  
Transfer Center – Retention or Transfer Success by Ethnicity  
Fall 2004 Cohort of Appointments Tracked to Fall 2005

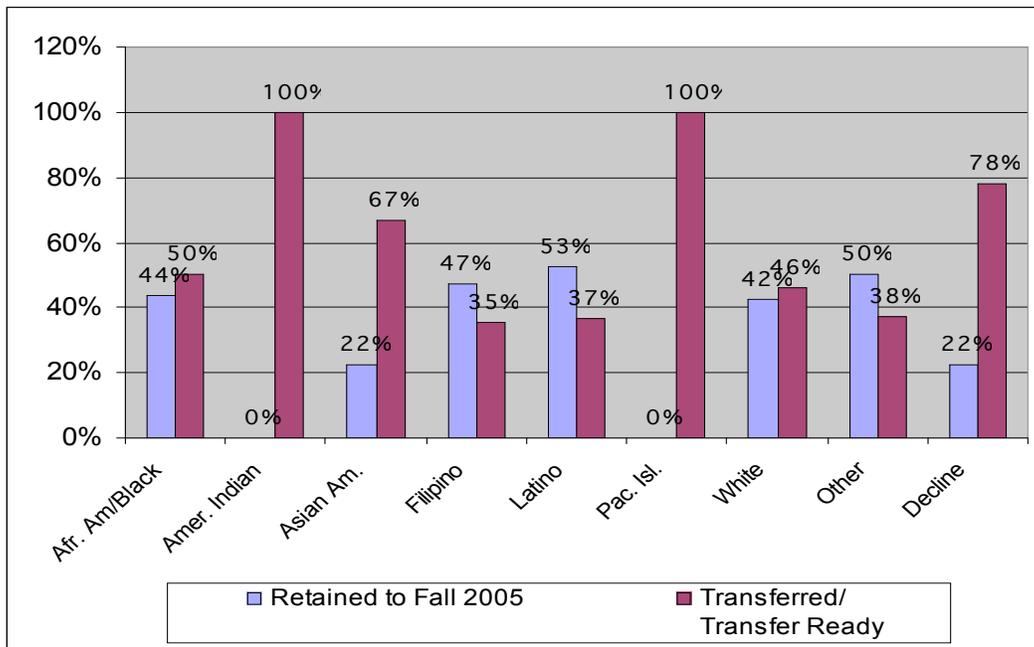


Figure III  
**Percent Successful from Fall 2004 to Fall 2005**

<b>Ethnicity</b>	<b>Enrolled Fall 2005</b>	<b>Transferred/Transfer Ready</b>	<b>Total Success</b>
Afr. Am/Black	44%	50%	94%
Amer. Indian	0%	100%	100%
Asian Am.	22%	67%	89%
Filipino	47%	35%	82%
Latino	53%	37%	90%
Pac. Isl.	0%	100%	100%
White	42%	46%	88%
Other	50%	38%	88%
Decline	22%	78%	100%
<b>Total</b>	<b>41%</b>	<b>49.0%</b>	<b>90%</b>

Figure IV  
**Total Number Tracked from Fall 2004 to Fall 2005**

<b>Ethnicity</b>	<b>Enrolled Fall 2005</b>	<b>Transferred/Transfer Ready</b>	<b>Not Enrolled Status Unknown</b>	<b>Total</b>
Afr. Am/Black	7	8	1	16
Amer. Indian	0	1	0	1
Asian Am.	6	18	3	27
Filipino	8	6	3	17
Latino	20	14	4	38
Pac. Isl.	0	1	0	1
White	11	12	3	26
Other	4	3	1	8
Decline	2	7	0	9
<b>Total</b>	<b>58</b>	<b>70</b>	<b>15</b>	<b>143</b>

What types of support contributed to this success? Examples of specialized strategies include:

- Intrusive advising – proactive and assertive communication with students; monitoring and following-up on progress.
- Workshops with content and pedagogy that address differing cultural learning styles.
- Culturally appropriate activities including networking social events, campus tours.
- Enthusiastic service environment with a collective, team approach to advising and support among staff members.
- Targeted high school advising and consistent follow-up.

In addition to providing direct student services, the Transfer Center has been instrumental in initiating equity efforts within the Counseling division and campus-wide. The Transfer Center Coordinator serves on the campus Equity Collaboration Team and the Equity for All project whose goals are to reduce disparities in access and retention outcomes. The results have been the development of campus-wide divisional equity plans and, importantly, the recognition of equity as critical to accreditation, program review, and strategic planning. Within the Counseling and Matriculation Division, the Transfer Center counselor chairs the Counseling Equity Task Force and assumes a key role in the division’s curriculum committee as the Multicultural Resource Specialist. To date, she has developed a variable unit course, *Special Topics in Counseling*, that provides a vehicle for offering diverse topical courses to

meet changing student needs and has revised two courses, Counseling 100, *Orientation to College*, and Human Development 53, *Human Services Training*. Both courses were revised to include multicultural perspectives.

3. *What program/service changes have been put in place to address budget and/or personnel reductions?* and
4. *How has your program/service been impacted by budget or personnel changes?*

Since 2000-01, the Transfer Center has lost one FTE secretary/receptionist and has suffered an 84% B budget reduction, from \$57,000 in 2000-01 to \$8,800 in 2005-06. This reduction has eliminated funding for student peer advisors whose role is viewed as a critical and effective intervention strategy for student retention both on campus and in the high schools. Additional types of services eliminated include campus tours, Transfer Day and smaller networking receptions, Open Houses, and other community-building activities. To address these personnel and budget reductions, staff has absorbed receptionist duties while performing drop-in advising responsibilities. Clerical functions such as oversight of intake and statistical compilation have been eliminated.

A collaborative partnership with Student Success and Retention Services (SSRS), including Puente, has been initiated. Coordination in areas such as student intake, advising, joint planning for new service strategies, and sharing information and resources has cast a wider safety net for SSRS students, increased the number of SSRS participants, and improved efficiencies that eliminate duplication and maximize resources. Collaborative activities currently in place include: a) the Transfer Center's administrative assistant serves SSRS, Puente, and Transfer Center; b) peer advisors, funded by SSRS, are under the leadership of the Transfer Center counselor; c) Transfer and SSRS staff provide drop-in advising for both programs; d) events such as the Fall Open House are jointly sponsored and e) bi-weekly staff meetings are held for program planning.

5. *What resources are you requesting and how will they address access, growth or retention?* Reinstatement of the secretary/receptionist position and restoration of B budget funding to 2000-01 levels are being requested. The loss of the secretary/receptionist has forced an operational change that requires a counselor/advisor to serve as receptionist while juggling drop-in advising duties. Without a central and identifiable receptionist, the flow of student intake is disjointed and inefficient, particularly in the new building with students from three areas (Transfer, SSRS, Puente) being served at one location. Some clerical functions have been absorbed by other professional staff, thus diverting them from retention responsibilities including student follow-up.

Restoration of funding for peer advisors will result in expansion of peer-driven activities including the high school advising program. Although financial assistance from SSRS is currently available, the funding from DASB is not a stable source of support. For the targeted students served by the Transfer Center, community-building activities and the establishment of a "home base" are vital for success. Peer advisors who serve as role models and mentors are the foundation of this retention strategy. Additionally, as mentioned in question#1 above, high school transfer advising has proven to be an effective means of recruitment; peer advisors would expand and enhance this service. With additional B budget, previously eliminated events such as campus tours and motivational community-building activities can be restored.

6. *What new program or initiatives have you put in place, or are requesting to create and how will these new program or initiatives address access, growth or retention?*

The Transfer Center requests funding to develop new programs that expand recruitment and retention activities both on-campus and in the community. Primary among these initiatives include:

- Continue collaboration with SSRS and Puente to increase and strengthen retention services.
- Establish a case load for peer advisors who would serve as mentors to high school students and new De Anza students.
- Develop a series of on-campus and community Saturday seminars with follow-up support groups for current and potential students, their parents and extended families. Support groups would focus on topical issues such as effective parenting, financing an education, cultural strengths and education.
- Begin planning a leadership program with related curriculum that emphasizes ethnic identity development, excellence in scholarship, advocacy skills and community engagement.
- Follow-up, with peer advisors, on high school applicants who completed De Anza applications, but never attended or enrolled in courses.
- Participate in other campus initiatives including First Year Experience, Bridge, and Early Alert.

All these retention initiatives are based on documented needs of students who historically transfer at lower rates. The focused support would improve the knowledge, skills, attitudes and behaviors required for educational success. More importantly, these retention efforts could produce transformative results that impact not only students, but their families and extended communities as well.

7. *How does your program relate or support institutional recruitment and outreach?*

A bilingual/bicultural academic advisor provides a high school advising service that includes individual appointments, student and parent presentations, and information tables at targeted high schools. As described in question #1, she has been instrumental in generating a pool of students who are successfully enrolled and retained at De Anza. Critical to her success is the consistent follow-up support provided after initial contact. In addition, she participates in general outreach activities with the Outreach Office and offers the transfer expertise that is important for effective recruitment efforts. In this capacity, she provides support with high school visits, college fairs, campus tours and events such as parent nights.