



2018-19 Program Review – Student Services

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Mission of Laney College is to provide students with the services and resources they need for successful transition to a four-year college or university. A primary goal of the Transfer Center is assist underrepresented, low-income, disabled, and first-generation college students to successfully transfer.

List your Faculty and/or Staff

Cynthia Taing- Counselor
Laura Ramos- Transfer Center Assistant

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goals from the most recent APU:

To have more workshop for students relating to transfer such as:

- a. Basic in Transferring: Having this workshop is important for students to be more prepared in transferring. It may also assist in increasing transfer rate for Laney College.
- b. Transfer Admission Guarantee (TAG): Many students do not know about Transfer Admission Guarantee to the University of California. Thus, having the TAG workshop will assist students in being more prepared for TAG since there are certain requirements students will have to meet in order to be qualified for TAG.
- c. Private/Out of State College: To inform students about the opportunities in transferring to private schools.
- d. Associate Degree in Transfer: Many students are not aware of AD-T thus having a workshop will inform students on the requirements and policies of AD-T.

e. Accepted Now What: I have seen students who have been accepted but forget to turn in their transcripts or IGETC/CSU certification. Thus, having this workshop will assist students in gaining more knowledge of what they need to do once they are accepted to 4-year institutions.

f. Concurrent/Cross Enrollment Program i. Informing students about policy and procedure of cross enrolling at a 4-year college since many students are not aware of this program offered at Laney College.

Cross-collaborations

- I would like to collaborate more with other Transfer Center Directors in the Peralta Community College District. For example, doing a joint college tour, holding transfer events, and having best practices meeting.
- I would also like to collaborate with other student services program on campus so that I could present to their students about transferring. For example, collaborating with the EOPS, DSPS and CalWorks program to inform their students about transferring. Many of these students are first in their family to attend college, low income and are coming from a disenfranchised environment, therefore may not know what it means to transfer.
- I would like to collaborate with the instructional side so that I am able to

College Tours

- Providing more college tours to students so that they are able to learn about the different 4-year institutions in California. See the environment of a 4-year institution. To get them motivated to transfer out of Laney College.

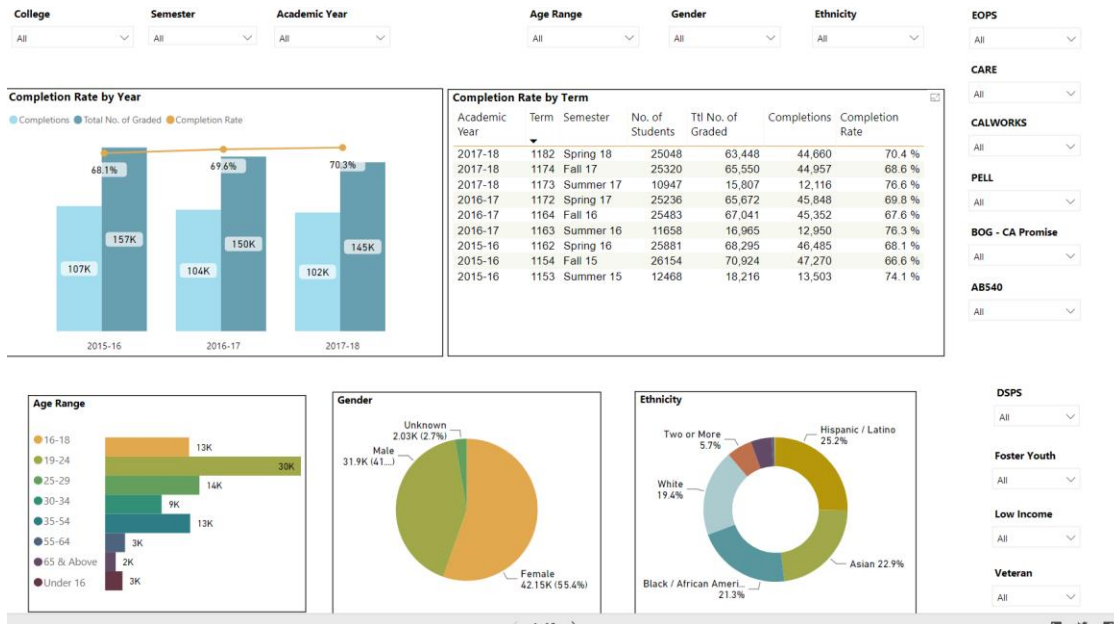
The goals are still on-going, every fall and spring semester the transfer center offers workshop to assist students with transferring such as UC/CSU application drop-in hours, UC/CSU application workshops, personal insight questions workshop, transfer basics, transfer admission guarantee workshop and drop-in hours. Also, in the spring semester transfer center would take students to UC Davis for the Discover UCD Day so that students are able to attend transfer, financial aid and stem workshops.

Describe your current utilization of facilities, including labs and other space

Currently the Transfer Center is co-located in T-201 with Employment Services. The transfer Center unitizes the space in T-201 by offering transfer workshops in the computer lab area. If a workshop is not in session, students are able to use the computer lab to conduct transfer research, print out transfer resources, apply for transfer, etc.

The Transfer Center also has room T-212, where four-year university representative are able to meet with Laney College students one on one to go over the transfer process and their academics.

Students Served



Special Populations Power BI dashboard

Please enter your College Mission Statement

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.

Please enter your Student Services Mission Statement

The Laney College Student Services mission is to provide quality support services with an appreciation for diversity by empowering students to achieve their academic, career, and personal goals.

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission

The Laney College Transfer Center offers services and resources for a successful transfer experience. These include the following:

- Library of college catalogs and reference handbooks
- 12 computers for research and university applications
- Transfer Day which is an annual one-day fair. Every fall semester, we typically have over 40 four-year college representatives who outreach to our students.
- UC Davis bus tour: This is a one-day annual event that takes place during the spring semester.

- Four-year college representatives visit from public universities such as UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC San Diego, UC Santa Barbara, UC Santa Cruz, CSU East Bay, and San Francisco State University. These representatives are available for individual appointments and/or drop-in to evaluate student transcripts and answer questions.
- Transfer workshops and information sessions: Steps to Transfer, CSU Application, UC Application & Personal Insight Questions, and Transfer Admission Guarantee.
- Transfer Admission Guarantees (TAGs) with six Universities of California: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Cruz, and UC Santa Barbara. We have Transfer Admission Agreements (TAAs) with two private universities, Santa Clara University and Mills College.
- Partnership with UC Berkeley's Starting Point Mentorship Program: Laney students have the opportunity to get paired with a UC Berkeley student mentor who can help them explore their academic potential and prepare for transfer to UC Berkeley.
- Concurrent enrollment & Cross-registration programs with five colleges and universities: UC Berkeley, CSU East Bay, Holy Names University, John F. Kennedy University, and Mills College.
- Transfer Center website with information on steps to successful transfer, application deadlines, upcoming workshops and events, TAG, cross-enrollment enrollment, 4-year reps contact information, HBCU Transfer information, transfer services and resources, and video help tutorials.

Transfer Center aligns with the college mission by providing an inclusive learning environment for all students. Providing students with support and resources so that they are able to excel in their academics, personal, social and career goals. The transfer center inspires and motivate students to consider continuing their education from Laney College to a four-year university.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Transfer Center works collaboratively with other support programs on campus such as EOPS, Gateway to College, Veteran's Center, DSPS, APASS, UMOJA/UBAKA, and Counseling. Having these relationships with these programs will assist the transfer center in letting students know where they can go if they need assistance with their transfer application, need to speak with four-year reps, events and workshops put on by the transfer center. For example, the transfer center faculty lead was invited to speak about transfer to new incoming students at the APASS Summer Bridge Program. Students were able to start early and learn more about resources to transfer, where to go to get help with transfer and minimum requirements to transfer. Letting new incoming students learn about transfer will assist them in planning ahead where they are choosing their classes and major. Lastly, the Transfer Center hosted the Historically Black Colleges & Universities Caravan Tour, during this event we collaborated with the UMOJA/UBAKA program to bring students out and table at the event. Students of the UMOJA/UBAKA program were able to meet one-on-one with HBCUs representatives, some even got offered on spot admissions. Thus, collaborating with all these different programs on campus will assist students in being better informed about transferring and resources to help them transfer.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program or administrative unit provides.

With the new completion funding formula model there will be a major impact on transfer center to assist and encourage more students to apply for transfer and if applicable complete an associate degree for transfer. Also, with AB705 students will be placed or need to complete transfer level English and Math within a year. In hopes that this will assist student with completing their academic goal sooner whether it is to transfer or obtain an associate degree.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veterans' status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

N/A

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

N/A

Please provide the following information about these specific SSSP services, as applicable, for students in your program or college over the past three years:

# of student that completed orientation	N/A
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# of students that completed assessment	N/A
# of completed Student Educational Plans (SEPs)	N/A
# of Abbreviated versus Comprehensive SEPs	N/A
Total # of follow-up services	N/A

What has your service area done over the last 2-3 years to improve SSSP services?

Transfer Center address and participate in the SSSP Plan by following up with students to ensure that they are following their educational plan. In addition, to ensure students are creating a plan that relates to their educational goals. Transfer center address and participate in Equity by assisting in promoting student success to all Laney students. All students are getting the services that Transfer Center offers for students who are looking to transfer. Resources such as: meeting with 4-year reps, transfer related workshops, Transfer Fair, etc. Lastly, inside the Transfer Center, there is about 10 computers where students can use to research transfer schools and print out transfer related information.

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

The Transfer center has one full-time classified staff and a part-time student worker.

Students Served – Assessment

List your Service area outcomes

1. As a result of participating in a transfer workshop, students will evaluate that the information presented will help them meet their transfer goals.
2. Navigate the processes that lead to successful transfer to a four -Year College or university; student is able to demonstrate progress by successfully following SEP.
3. Students using the Transfer Center will determine that they have a better understanding of the transfer process and can identify transfer resources available for them

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

The Transfer Center ensure that students are aware of program services by posting the service area on the Transfer Center website. On the Transfer Center Website students are able to see the services transfer center offers as well as up to date information on workshops, 4-year Representatives visits, links to UC/CSU Application, links to Transfer Degrees and many more.

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

<https://laney.edu/transfer/>

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

1. Offering transfer workshops, college application drop-in hours, Transfer Achievement Celebration, etc.
2. Collaborating with other programs on campus and meeting with other transfer center leads across the PCCD district for best practices.
3. Continue to hold and promote transfer day. For example, according to the student evaluations for transfer day- 90% of students were satisfied and found transfer day to be very helpful with their transfer planning.

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

1. To continue to hold workshops for students who are interested in transferring so that they are better prepared. For example, students really like the CSU/UC application drop-in hours. During the drop-in hours students are able to get help with any questions they have when working on their transfer application.

2. To continue to promote Transfer Day so that students are aware of the event and able to speak with reps that they may not get to speak to during their time at Laney College. For example, based on student evaluations 90% of students found transfer day to be very helpful in planning for transfer.
3. To continue to collaborate across college and district. For example, for the UCD Discover Day Berkeley City College and Laney College collaborated to share a bus so that we could students to UC Davis for a campus tour. Also, BCC and Laney transfer centers' lead met up to discuss best practices regarding transfer.

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

The transfer center ensures that meaningful dialogue takes place by attending campus and district meetings such as: College Wide Student Services Meeting, District Counseling Functionality Team meeting, College wide Counseling meeting and Department of Counseling Meeting. At the meetings, updates on the program level outcomes and/or service area outcomes are discussed which ensures meaningful dialogue is taking place with fellow campus community members.

Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Surveys were conducted and collected during transfer day and workshops.

The results of the survey consist of this current academic year. Below are highlights of the evaluations:

Students who attended Laney's Annual Transfer Day were able to meet with over 40 Universities Representatives. They range from private, out of state and in state universities. Students were able to ask questions and network with the representatives. Thus, each students were given an evaluation of their experiences and 90% of students rated strongly agreed/agreed that the services were helpful/gained more information about transferring. Students also recommended that there should be food provided for anyone who attends as well as have some music playing in the background.

Based on this information, it has influenced our planning and goal setting by informing our department that students are interested in more workshops and a longer transfer day. Students missed information they stated were important for their knowledge in successfully transferring to a 4-year institution. Also, collaborating with Student Activities to see if they could help fund food for students and make Transfer Day a big event at Laney College.

This information to our department suggests setting department goals on developing plans to increase resources to manage bandwidth necessary to host more workshops. Alternative plans include developing ideas on providing students the information they are seeking without having to invest time to conduct workshops, which is not available. Ideas around developing website content are currently being brainstormed.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Ways the department assess effectiveness is through survey responses and campus transfer rate. The indicators to measure effectiveness are students' satisfaction ratings. The department's goal is at least a 90% strongly agreed/agreed rating of all students utilizing the department's services.

Campus transfer rating is also another indicator to measure effectiveness.

Expected results of these indicators include maintaining at least 90% satisfaction rating from student surveys and an increase in the campus transfer rate of 15%.

Transfer Center also keeps track of students attending workshops, meet with 4-year representatives, etc. Chart below consist of student contacts include: counseling appointments in the Transfer Center, four-year college representative meetings, workshops, UC Davis bus tour participants, etc. The data below is from SARS.

	2016-2017	2017-2018
4-Year University Representative Contacts (group & individual)	344	352
Workshops Attendance	147	409
Transfer Day	120	150
UC Davis Discover Day	23	18

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

- Hiring Committees
- Counseling functionality committee (CFT at the District)
- Student Council Committee
- College Wide Student Services Meeting
- Region 3 & Region 4 Transfer Center Director Meeting

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The Transfer Center works in partnership with the Laney Counseling department and is currently housed in the same building as Counseling. There is ongoing communication and collaboration with counselors in other Student Services programs such as EOPS, DSPS, CalWORKS, Athletics, Articulation and learning communities such as APASS, Gateway to College, UMOJA/UBAKA. The Transfer Center provides updates at college-wide counseling meetings and is a resource for counseling faculty. The

Transfer Center faculty lead sends regular email updates to counselors as well as Laney faculty and staff of upcoming transfer events, activities, and important transfer information. The Transfer Center faculty has also collaborated with learning communities to provide transfer workshops that would be of special interest to their students. For example, the Transfer Center worked with the APASS program to provide information on transfer to their summer bridge students, which consisted of first year students. The transfer center also collaborated with Gateway to College program to take their students to UC Davis Discover Day where they are able to attend workshops on financial aid, applying to transfer, transfer requirements, etc. Lastly, by serving on several college committees, the Transfer Center faculty lead communicates critical issues regarding transfer.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct/Part-time faculty members are included in program trainings and discussion when the Counseling Department has its monthly College Wide Counseling meetings. At the meeting the Transfer Center Faculty Lead will inform about any updates/changes on the transfer process. Transfer Center faculty lead will hold in-service training where all part-time faculty are able to participate. Part-time faculty has the opportunity to attend any transfer related event such as: Transfer Day, workshops, college tours, etc.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
<p>Personnel: Classified Staff</p> <p>Transfer Center Program Specialist</p>	<p>Hiring a full-time Transfer Center Program Specialist is a very important position to support the Transfer Center. This position performs a professional work in planning, arranging, advising, supervising and coordinating the programs related to the success of our transfer students. This role is also essential in establishing, planning and</p>	<p>\$56,472.00</p>	<p>\$35,315.00</p>	<p>\$ 91,787.00</p>

	implementing training/workshops for students that are ready to transfer to a four-year colleges/universities.			
Personnel: Student Worker	Student worker assist the transfer center assistance with the day to day operation of the transfer center. They assist with putting up flyers, checking students in at the front desk, and any other duties as assigned.	\$14,400.00	\$0.00	\$14,400.00
Personnel: Part Time Faculty				
Personnel: Full Time Faculty Transfer Center Faculty Director	The Transfer Center Directors Association recommends that at minimum (California Community College Transfer: Recommended Guidelines, spring 2006, p. 12), staffing consist of: One faculty director assigned full-time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator.	\$90,000.00	\$25,000.00	\$115,000.00

	Currently, there is no faculty assigned 100% to the Transfer Center.			
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Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	<p>Professional Development includes training/conferences such as: CSU/UC Counselor Conference, Ensuring Transfer Success, Transfer Center Director Training, Transfer Center Director Regional Meeting, National Institute for the study of Transfer Students and Western Association for College Admission Counseling</p> <p>These conferences will provide important updates to any changes regarding transfer to the CSU, UC and private universities. It is also a great way to network with other professionals to discuss best practices regarding transfer.</p>	\$3000.00
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - continued

Resource Category	Description/Justification	Total Estimated Cost

Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies	Office supplies- such as printing paper for students in the computer lab, toner for printer, and other desk supplies.	\$3000.00
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary – continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices	The Transfer Center currently has one dedicated office for four-year representatives when they visit to meet one-on-one with students. It would be ideal to have two four-year reps office as some reps schedule visits on the same day. Thus, if there is only one room available the transfer center would not be able to accommodate the other four-year representative when they visit.	N/A
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	N/A	
Library: Library collections	N/A	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	N/A	