

# Comprehensive Program Review Report



## Program Review - Transfer/Career Center

### Program Summary

#### 2021-2022

**Prepared by:** Mai Her-Counselor, Amanda Thomas-Counselor, Renee Church-Senior Secretary

**What are the strengths of your area?:** The Transfer & Career Center is a unit under the General Counseling Department. The Transfer & Career Center is located on the 2nd floor in the Giant Forest Building, adjacent from the Counseling Department and in close proximity to many other student services. The center serve as the point of contact for students who are needing career counseling exploration, career/job placement services, and transfer related services. The Transfer & Career Center is designed and equipped to accommodate individual counseling, small group activities, and meetings with its smart tv panel, and 8 computers. The Transfer & Career Center has 2 full-time counselors whose duties are primarily focused on transfer and career related services. The counselors duties extend beyond overseeing day-to-day functions at the centers along with internal and external committees and organizations. There is a full-time Senior Secretary and a Transfer/Career Specialist (vacant).

The Transfer Center aligns with the college's institutional commitment in providing opportunities for student success, specifically increasing the transfer rate for students who are historically underrepresented. Historically underrepresented students include African-American, Latino, American Indian, Pacific Islander, disabled, veteran, foster youth and low-income students. The institutional priority is also well supported in the COS SSSP, Student Equity Plan, and District Strategic Plan goals to increase the transfer rate among disproportionately impacted groups: low-income, African-American, and Latino students. The Transfer Center is also a requirement of the California Education Code, Title 5, Section 51027.

Associate Degrees for Transfer (ADT) Awarded:

2017-2018: 474  
2018-2019: 538  
2019-2020: 886  
2020-2021: 920  
2021-2022: Data not available

Transfer Rates Data for Enrolled Students:

CSU Campuses	UC Campuses	In-State-Private/Out of State
2015-16: 439 students	2015-16: 45 students	2015-16: 368 students
2016-17: 666 students	2016-17: 34 students	2016-17: 337 students
2017-18: 508 students	2017-18: 37 students	2017-18: 314 students
2018-19: 610 students	2018-19: 56 students	2018-19: 316 students
2019-20: 519 students	2019-20: 58 students	2019-20: 282 students
2020-21: 588 students	2020-21: 40 students	2020-21: Not available
2021-22: Not available	2021-22: Not available	2021-22: Not available

Students Served through Individual Counseling Appointments:

Fall 2016: 190      Spring 2017: 276  
Fall 2017: 378      Spring 2018: 231 (full-time counselor being on maternity leave)  
Fall 2018: 693      Spring 2019: 497  
Fall 2019: 897      Spring 2020: 592 (COVID-19, campus went remote March 2020)  
Fall 2020: 718 (COVID-19, campus 100% remote)      Spring 2021: 916 (COVID-19, campus 100% remote)  
Fall 2021: Not available      Spring 2022: Not available (COVID-19, campus 50% remote/online)

Students who visited the Transfer & Career Center tracked through SARS Track:

Fall 2018: 1,818

Spring 2019: 1,436

Fall 2019: 2,542

Spring 2020: 780 (COVID-19, campus went remote March 2020)

2020-2021: 780 students (COVID-19, campus 100% remote)

2021-2022: Data not available (COVID-19, campus 50% remote/online)

Secondly, the Career Center assists students with developing the decision-making and research abilities related to career. To this end, career exploration in the form of interest testing is provided through computerized assessments, (e.g., MBTI, Strong). Furthermore, individualized counseling sessions are provided as a follow-up to these assessments and often serve as a base for further research on careers.

During the 2020-2021, the center supported and facilitated 21 MBTI sections and 597 students and 19 career/major workshops. The Career Counseling also provided career counseling appointments to students.

**What improvements are needed?:** The Transfer & Career Center will continue to enhance time and resources to help students with transfer and career exploration. Due to the pandemic and Transfer & Career Specialist position unfilled, the team was spread very thin in services it can provide to students remotely. Since the vacant position required specialized knowledge and skills set, current staff had to pick up the load further delaying other projects or seeing students.

**Describe any external opportunities or challenges.:** Data

Tracking transfer data is a challenging task, because transfer is not an isolated educational goal nor does it have its own cohort. Some transfer data are available to community colleges only after the students have transferred. The UC and CSU systems provide data on the numbers of students offered admission and admitted annually from each California Community College. Unfortunately, only the UC system provides data on the numbers of students who had applied to the UC campuses. The lack of data regarding the number of applicants to the CSU system makes it challenging to measure COS's success in meeting the Title 5 mandate of establishing target increases in the number of applicant to the CSU campuses. For out-of-state and private colleges, transfer data are available by way of the National Student Clearinghouse (NSC) (as submitted by the CCCC). Note that the main limitation of the NSC match is that colleges are required at minimum to report transfer students who receive financial aid.

**Overall SAO Achievement:** The Transfer Center SAO continues to exceed the identified achievement goals; however to meet the COS District goal and align with the CCC Vision of Success for transfer students no set target data goals are set. The SAOs will be continuously monitored and evaluated for program effectiveness. The Career Center SAO is seeing an increase in meeting its SAOs and developing a baseline to meet target goal with the support staff.

**Changes Based on SAO Achievement:** For the Transfer SAO, some of the modifications include meeting one of the CCC Chancellor's goals to "increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus." While we are experiencing transfer success among our student population, we will have to consider how we will close the transfer achievement gap, as well as how we will support even more of our students reach their goal of transfer. The Career Center SAO implemented new assessment methods and tools to see if it will meet the target SAOs.

**Outcome cycle evaluation:** Will monitor the Giant Mother Lode student survey feedback on effectiveness of counseling and transfer related services; ultimate evaluation will be based on the state transfer rates data and completed comprehensive Student Education Plan. The Transfer Center meets its established cycle of evaluation yearly due to the Transfer Report being submitted to the CCCC every October. The Career Center will monitor yearly as well to see if SAOs are meeting district strategic goals.

**Related Documents:**

[AppointmentAttendanceSummaryReport - Fall 2019 - Her\\_mai.PDF](#)

[AppointmentAttendanceSummaryReport - Fall 2019 - Thomas\\_amanda.PDF](#)

[AppointmentAttendanceSummaryReport - Fall 2020 - Her\\_mai.PDF](#)

[AppointmentAttendanceSummaryReport - Fall 2020 - Thomas\\_amanda.PDF](#)

[AppointmentAttendanceSummaryReport - Spr 2020 - Her\\_mai.PDF](#)

[AppointmentAttendanceSummaryReport - Spr 2020 - Thomas\\_amanda.PDF](#)

[AppointmentAttendanceSummaryReport - Spr 2021 - Her\\_mai](#)

[AppointmentAttendanceSummaryReport - Spr 2021 - Thomas\\_amanda.PDF](#)

[AppointmentUsageByDateReport - Fall 2019 - Her\\_mai.PDF](#)

[AppointmentUsageByDateReport - Fall 2019 - Thomas\\_amanda.PDF](#)

[AppointmentUsageByDateReport - Fall 2020 - Her\\_mai.PDF](#)

[AppointmentUsageByDateReport - Fall 2020 - Thomas\\_amanda.PDF](#)

[AppointmentUsageByDateReport - Spr 2020 - Her\\_mai.PDF](#)

[AppointmentUsageByDateReport - Spr 2020 - Thomas\\_amanda.PDF](#)

[AppointmentUsageByDateReport - Spr 2021 - Her\\_mai.PDF](#)

[AppointmentUsageByDateReport - Spr 2021 - Thomas\\_amanda.PDF](#)

## Action: 2020-2022 [On-going] Increase accessibility of Career & Transfer services

Provide online access to transfer and career services so that more students and students with access barriers (transportation, disability, Covid-19 vulnerable) can access all transfer and career services.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.4 and 4.2

**Person(s) Responsible (Name and Position):** Mai Her-Counselor, Amanda Thomas-Counselor, Renee Church-Senior Secretary

**Rationale (With supporting data):** With the disruption caused by the response to Covid-19, our office saw the need to improve our online delivery of services. We will provide more online tools to accomplish what was previously offered only in person. We will serve instructors, students and employers in digital/virtual platforms so that they may receive Transfer and Career services.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/15/2021

**Status:** Continue Action Next Year

This action will be continued next year since the campus is still offering services remotely due to COVID.

**Impact on District Objectives/Unit Outcomes (Not Required):**

### Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2020-2022 [On-Going] Giant Success Plan

In collaboration with Student Success, we will prepare, collaborate and establish the processes by which the "Giant Success Plan" pilot would launch in Fall 2021. The Giant Success Plan will partner student athletes with a mentor/coordinator to implement a four-semester schedule of required tasks to fulfill academic success, transfer, and career readiness objectives.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 4.2 Upon successful pilot completion, we would invite directors and coordinators serving DIG's to implement the plan with their student populations.

**Person(s) Responsible (Name and Position):** Amanda Thomas, Career Counselor

**Rationale (With supporting data):** Many students lack a career goal and the awareness of steps to determine a career goal. Additionally, many of our students lack the social and familial support to combine career and academic goals for success. The Giant Success Plan combines career services and student success support to incentivize a student's career and academic success. By completion of the Giant Success Plan students will achieve their transfer and/or career goals with the aid of a mentor/coordinator.

**Priority:** Medium

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**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/15/2021

**Status:** Continue Action Next Year

This action will be continued 2021-2022 building on the next phases of the projects.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2021-2022 Increase equitable student access to A and R process by awarding CTE certificates needed for employment

Increase number of CTE certificates/awards by 20% per strategic plan by providing intrusive support and processing in A and R of CTE certificate completion application and awards.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Jonna Schengel/CTE Dean, Michele Brock, Student Service Dean A and R

**Rationale (With supporting data):** One example is that out of 16 student eligible for Waste Management Certificate (all 16 completed both classes); only 6 awards were provided to students; this is a two fold issue. Most CTE students do not see a general counselor and therefore do not know to apply for their CTE certificate; there is also a delay in A and R due to the tremendous amount of work required to review transcripts and award certificates; often degree awarding takes precedent in order to complete transfer.

The funding formula for the college increases when CTE certificates are awarded and we need to find a way to increase the number of student applying for CTE certificates as well as hiring staff to process those more quickly.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - Hire a student services coordinator to support information campaigns with intrusive actions to increase number of CTE students that apply for CTE certificate and well as support the A and R process to completion and awarding of CTE certificates. (Active)

**Why is this resource required for this action?:** With the increase of our disadvantaged student population, and increase in our CTE and Dual enrollment programs, the work of this position would meet the District objective of increasing CTE certificates and therefore increasing the income to the college based on the funding formula.

**Notes (optional):** This could be funded through CTE grant funding.

**Cost of Request (Nothing will be funded over the amount listed.):** 75000

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## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

## Action: 2019-2022 [Ongoing] Increase transfer rates and ADT awarded to COS students

Increase transfer rates for COS students going to the CSU/UC statewide by 35% to align with the CCC Vision of Success by 2020 and increase the ADT awarded to align with the new funding formula for the Student Success Initiative Grant by comparing actual transfer and degrees awarded with targeted goal.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020, 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.1: Increase the number of students who are transfer prepared annually.

District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.

**Person(s) Responsible (Name and Position):** Mai Her-Counselor

**Rationale (With supporting data):** In 2017, the CCC Board of Governors adopted the Vision for Success, to significantly increase completion and transfer rates, decrease excess units taken by students, increase the number of students in career technical education programs, and eliminate achievement gaps.

Transfer Volume for COS transfer students to the CSU & UC were:

2015-16: 439

2016-17: 666

2017-18: 508

2018-19: 666

2019-20: 577

2020-21: 628

While we are experiencing transfer success among our student population, we will have to consider how we will close the transfer achievement gap, as well as how we will support even more of our students reach their goal of transfer.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** CCC Board of Governors adopted the Vision for Success (2017), New Funding Formula combined Student Equity and SSSP

<b>Update on Action</b>
<i>Updates</i>
<b>Update Year:</b> 2020 - 2021 <span style="float: right;">10/12/2020</span>
<b>Status:</b> Continue Action Next Year
Will continue to reach 35% and increase in AS/AA and transfer degree ADT growth as well as transfer rates.
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>

## Link Actions to District Objectives

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District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

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