**Foothill College Transfer Center Plan**

The Foothill College Transfer Center Plan was developed to outline the college’s institutional commitment to supporting student transfer as integral to providing opportunities for student success, especially increasing the transfer rate for students who are historically underrepresented, including African-American, Latino, American Indian, Pacific Islander, disabled, veteran, foster youth and low-income. This institutional priority is also well supported in the Foothill College Student Equity Plan (2015-16) and Educational Master Plan’s (2016-22) goal to increase the transfer rate among disproportionately impacted groups: low-income, African-American and Latino students. The Transfer Center Plan is also a requirement of the California Education Code, Title 5, section 51027 and highly endorsed by the California Community Colleges Chancellor’s Office, as specified in the *California Community College Transfer:  Recommended Guidelines*(Spring 2014).

**Title 5**

**Minimum Program Standards as established in Section 51027, Title 5, Part VI of the California Code of Regulations**

a) The governing board of **each community college district shall recognize transfer as one of its primary missions**, and shall place priority emphasis on preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

b) Each community college district governing board shall direct the development and adoption of a **Transfer Center Plan** describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students.

Recommendations set forth by Section 51027 of the Title 5 regulations incorporate required services, facilities, staffing, establishment of an advisory committee, and evaluation and reporting.

The Minimum Program Standards for Transfer Centers, section 51027, were adopted by the Board of Governors in 1991.

**Transfer Center History**

The 1960 California Master Plan for Higher Education established transfer from community colleges to baccalaureate institutions as a central element in providing broad educational opportunity. Two major pieces of legislation with the focus for implementing transfer and articulation in California resulted in the development of a common intersystem general education core curriculum and transfer center funding (AB 1725) and a comprehensive system of transfer (SB121).

Assembly Bill 1725 (Chapter 973, Statues of 1988) provided new direction and support for transfer function to California’s community colleges. Emphasis was placed on improving transfer function and removing barriers to transfer.

Senate Bill 121 (Chapter 1188, Statutes of 1991) outlined desirable improvements in the operation of the transfer function in California public higher education. It established that a strong transfer function is the responsibility of the University of California, the California State University and the California Community Colleges and underscored the importance of the three systems working together to ensure the smooth transition and educational goal completion of California's transfer students. Among its major provisions, the bill:

 Called upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses.

 Required the governing boards of the three public systems to develop and implement formal system-wide articulation and transfer agreement programs.

 Mandated the CCC Board of Governors, community college districts and individual community colleges to provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students."

 Directed the community colleges to give preference in transfer services to students from underrepresented backgrounds and economically disadvantaged families. “

The Student Transfer Achievement Reform Act (Senate Bill 1440, California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “Associate degree for transfer”. The Associate of Arts for Transfer (AA-T) or the Associate of Science for Transfer (AS-T) is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees (ADTs) are guaranteed admission to the CSU system, but not to a specific major or campus.

**Purpose of the Transfer Center**

Transfer centers were established to strengthen the transfer function, and to increase the number of California community college students prepared for transfer to four-year institutions through the coordination of college transfer efforts. SB 121 further established that Transfer Centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled and first generation college students. While it is clear that Transfer Centers serve as the focal point of community college transfer activities, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty, and student services programs, in cooperation with the baccalaureate-level universities.

**Foothill College Mission Statement**

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness and sustainability.

**Foothill College Transfer Center Mission**

The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title 5, Section 51027 and to support the Foothill College mission of committing itself to providing access to outstanding education opportunities for all of our students.

**Foothill Transfer Center Overview**

For many years, the Transfer Center was negatively impacted by budget cuts, which resulted in the loss of both the Transfer Center director and a dedicated transfer counselor. During that time, the Transfer Center was staffed solely by one classified position, a Transfer Center Coordinator. General counselors, working in the Counseling Center, provided all transfer counseling. In some years, a retired counselor worked part-time during the fall quarter in the Transfer Center to assist with transfer counseling. With support and advocacy from both the Foothill Transfer Workgroup and the Academic Senate, the college main participatory governance committee, Planning and Resource Council (PaRC), was urged to ensure that transfer center staffing was aligned with the California Community College Chancellor’s Office recommendations. As a result, the faculty position of the Transfer Center Director/Counselor was reinstated in January 2016. Funding was provided through the Student Success and Support Program (3SP) grant.

2015-16 Staffing:

* One full-time Transfer Center Director/Counselor: 50% Transfer Center Direction & 50% counseling duties (faculty position) – started 01/2016
* One full-time Transfer Center Coordinator (classified staff position)
* One full-time Administrative Assistant (classified staff position) – started 05/2015
* One retired counselor (Article 19) – fall quarters only, for a limited time

Transfer Center Layout:

The Transfer Center is conveniently located in the Student Services Building, adjacent to the Foothill College Counseling Center and in close proximity to many other student services. The Transfer Center houses the faculty and staff who work to support and carry out the Center’s mission. Transfer related workshops are conducted in the Center or in the adjacent classroom. University representatives also meet with students in available cubicles. The Transfer Center provides transfer services to students year round.

Transfer 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 after the students have transferred. The UC and CSU systems provide the numbers of students applied, offered admission and admitted for each year. Each system has different categories for ethnicities. For out-of-state and private colleges, transfer data are available by way of the National Student Clearinghouse (NSC) (as submitted by the CCCCO). Note that the main limitation of the NSC match is that colleges are required at minimum to report transfer students who receive financial aid. With growing concerns for student privacy, it is certainly possible increasing numbers of colleges only reporting what is minimally required. In light of such data challenges, the Foothill College Institutional Research and Planning (IR&P) department plays an key role in collecting and analyzing data for the Transfer Center. Having reliable and current transfer data serves an important function in assessing the Transfer Center’s effectiveness in meeting the mission of increasing the transfer rate of underrepresented students as required by Title 5.

The college transfer rate for Foothill is 54%, and yet a closer look at the transfer rates show disparate outcome rates across different student groups. When reviewing the transfer trends over the last three years, it appears African American, Latino and low-income students transfer at lower rates compared to their Asian and Caucasian student peers. An examination of the CCCCO Data Mart queries, including the Enrollment Status Summary Report, Transfer Velocity Project and Student Success Scorecard ranked the lowest transfer rate at Foothill College to be among Pacific Islander, American Indian, African American and Latino students. The Student Success Scorecard, 2008-09 cohort also report that disabled students compose of 5% of all transfers while low-income students compose of 28% of all transfers. In contrast, there is a higher transfer rate among international (F1) students transfers when compared to other domestic students.

Table 1. Foothill College Student Headcount by Ethnicity, 2014-15.

|  |  |  |
| --- | --- | --- |
| Ethnicity | **Student Count** | **Student Count (%)** |
| **American Indian/Alaskan Native** | 53 | <1% |
| **Pacific Islander** | 172 | 1% |
| **Filipino** | 951 | 3% |
| **African-American** | 979 | 3% |
| **Multi-Ethnicity** | 1,403 | 5% |
| **Unknown** | 1,876 | 7% |
| **Hispanic (Latino)** | 6,305 | 22% |
| **Asian** | 6,934 | 25% |
| **White Non-Hispanic** | 9,606 | 34% |
| **Foothill Total** | **28,279** | **100%** |
| **Source:** http://datamart.cccco.edu/ |  |  |

While the student demographics at Foothill College indicate the largest three ethnic groups are Non-Hispanic, Asian and Hispanic (Table 1), an examination of the transfer rates among these three groups to the UC and CSU systems yield different transfer achievement rates. In reviewing the transfer data for both UC and CSU system, it is evident that Asian and White students apply and get admitted to the UC system at a much higher rate than their Hispanic counterparts (Tables 5 to 7). Although Latino students reflect the third largest ethnic group (22.3%), the transfer rate for this group is much lower, especially to the UC system. The average admit total for Latino applicants for the three years was 35 compared to the average of 143 admits for Asian and 125 for White students (Table 2-4). It is important to note that while the UC system provides the numbers of applicants, admits and enrollees, these same data are not available for the CSU system, which provides only their enrolled students by ethnicity and gender. Another trend observed is the dramatic rise of transfer rate to private in-state and out-of-state colleges (Table 8). Over the last two decades, the total number of transfer students was 1 student in 1994-95 and 363 transfer students by 2014-15. As the UC and CSU systems continue to be impacted and these institutions become less accessible to students, more are transferring to the private and out-of-state colleges as a viable option. This phenomenon is reflected by UC San Diego’s (public) termination of its Transfer Admission Guarantee (TAG) and with increasing numbers of Foothill students transferring to Santa Clara University (private).

As stated in both the Foothill College Educational Master Plan (EMP) and Student Equity Plan, a key institutional goal is to increase the transfer rates among African American, Latino and low-income students. A comparison of the transfer rate disaggregated by ethnicity, gender and special populations (e.g. foster youth, disabled, low income and veterans) indicate that among first-time new students there is a negative percentage rate gap among African Americans (-15%), Latinos (-16%) and low income (-10%) students when compared to the overall college rate (54%), The Transfer Center aims to support the Student Equity Plan and close the transfer equity gap by collaborating with the Foothill College Student Equity Workgroup, Student Success and Retention Team and Student Learning Outcome Committee, helping facilitate the assessment of ADT learning program outcomes. The Transfer Center will focus on increasing the number of students applying for and attaining the ADT, with particular emphasis on African American, Latino and low income students. Additionally, the Center will work with IR&P to better identify students with transfer potential (students on various points along the transfer pathway) and contact them, providing opportunities for transfer counseling, in a more systematic integrated manner. Together, these activities support the Educational Master Plan’s equity goal by implementing activities that aim to improve the achievement of student outcomes (in this case, transfer) among those populations experiencing disproportionate impact.

Transfer data for the past three years (2014-15, 2013-14, 2012-13) indicates that the top transfer destinations for Foothill students include: #1) UC System, #2) CSU System, #3) out-of-state, and #4) In-state privates (Table #2 - #8).

**Table 2. Foothill College Student Transfers to the California State University (CSU) System by Ethnicity, 2014-15.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity** | | | | | | | | | | |
| **Gender** | **African American** | **American Indian** | **Asian American** | **Hispanic** | **Non-Resident Alien** | **Pacific Islander** | **Two or More Races** | **Unknown** | **White, Non- Latino** | **Grand Total** |
| **M** | 3 | 0 | 28 | 29 | 33 | 1 | 11 | 7 | 47 | 159 |
| **F** | 2 | 2 | 30 | 36 | 25 | 1 | 14 | 9 | 50 | 169 |
| **Total** | **5** | **2** | **58** | **65** | **58** | **2** | **25** | **16** | **97** | **328** |
| **Table 3. Foothill College Student Transfers to the California State University (CSU) System by Ethnicity, 2013-14.**  **Ethnicity** | | | | | | | | | | |
| **Gender** | **African American** | **American Indian** | **Asian American** | **Hispanic** | **Non-Resident Alien** | **Pacific Islander** | **Two or More Races** | **Unknown** | **White, Non- Latino** | **Grand Total** |
| **M** | 5 | 0 | 40 | 27 | 21 | 0 | 17 | 13 | 58 | 181 |
| **F** | 10 | 2 | 30 | 47 | 29 | 0 | 11 | 9 | 63 | 201 |
| **Total** | **15** | **2** | **70** | **74** | **50** | **0** | **28** | **22** | **121** | **382** |
| **Table 4. Foothill College Student Transfers to the California State University (CSU) System by Ethnicity, 2012-13.**  **Ethnicity** | | | | | | | | | | |
| **Gender** | **African American** | **American Indian** | **Asian American** | **Hispanic** | **Non-Resident Alien** | **Pacific Islander** | **Two or More Races** | **Unknown** | **White, Non- Latino** | **Grand Total** |
| **M** | 5 | 0 | 31 | 20 | 29 | 0 | 5 | 10 | 65 | 165 |
| **F** | 5 | 0 | 35 | 39 | 26 | 2 | 9 | 11 | 57 | 184 |
| **Total** | **10** | **0** | **66** | **59** | **55** | **2** | **14** | **21** | **122** | **349** |

|  |
| --- |
| Foothill Male, Female, Ethnicity, Transfer |
| Source: http://asd.calstate.edu/ccc/index.asp |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 5. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2014 – 2015.** | | | | | | | |
|  | **All** | **African American** | **American Indian** | **Hispanic/ Latino** | **Asian** | **White** | **International** |
| **Applicants** | 792 | 18 |  | 64 | 216 | 181 | 281 |
| **Admits** | 578 | 12 |  | 39 | 148 | 124 | 229 |
| **Enrollees** | **428** | **6** |  | **24** | **115** | **92** | **171** |
| Source: [http://universityofcalifornia.edu/infocenter/admissions-source-school](https://email.fhda.edu/owa/redir.aspx?C=YMJW-hjku0GjgcNIMn2rosJfWdJWYdMI3IdKePdZHqx-CWjpe3GvrFkZItcyaQghRBZk24c8j2I.&URL=http%3a%2f%2funiversityofcalifornia.edu%2finfocenter%2fadmissions-source-school" \t "_blank) | | | | | | | |
| **Table 6. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2013 – 2014.** | | | | | | | |
|  | **All** | **African American** | **American Indian** | **Hispanic/ Latino** | **Asian** | **White** | **International** |
| **Applicants** | 753 | 11 |  | 61 | 203 | 183 | 271 |
| **Admits** | 555 | 8 |  | 33 | 139 | 124 | 232 |
| **Enrollees** | **429** | **5** |  | **25** | **105** | **88** | **190** |
| Source: [http://universityofcalifornia.edu/infocenter/admissions-source-school](https://email.fhda.edu/owa/redir.aspx?C=YMJW-hjku0GjgcNIMn2rosJfWdJWYdMI3IdKePdZHqx-CWjpe3GvrFkZItcyaQghRBZk24c8j2I.&URL=http%3a%2f%2funiversityofcalifornia.edu%2finfocenter%2fadmissions-source-school" \t "_blank) | | | | | | | |
| **Table 7. Foothill College Student Transfers to the University of California (UC) System by Ethnicity, 2012 – 2013.** | | | | | | | |
|  | **All** | **African American** | **American Indian** | **Hispanic/ Latino** | **Asian** | **White** | **International** |
| **Applicants** | 731 | 22 |  | 46 | 207 | 180 | 253 |
| **Admits** | 556 | 15 |  | 33 | 144 | 130 | 217 |
| **Enrollees** | **412** | **11** |  | **17** | **111** | **100** | **163** |

Source: [http://universityofcalifornia.edu/infocenter/admissions-source-school](https://email.fhda.edu/owa/redir.aspx?C=YMJW-hjku0GjgcNIMn2rosJfWdJWYdMI3IdKePdZHqx-CWjpe3GvrFkZItcyaQghRBZk24c8j2I.&URL=http%3a%2f%2funiversityofcalifornia.edu%2finfocenter%2fadmissions-source-school" \t "_blank)

**Table 8. Foothill College Student Transfers to In-State Private (ISP) and Out-of-State (OoS) Institutions, 1994-95 to 2014-15.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1994-1995** | **1995-1996** | **1996-1997** | **1997-1998** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **In-State-Private (ISP)** | 1 | 2 | 11 | 39 | 145 | 185 | 139 | 124 |
| **Out-of-State (OOS)** |  | 10 | 18 | 40 | 193 | 227 | 244 | 239 |
| **Foothill Total** | 1 | 12 | 29 | 79 | 338 | 412 | 383 | 363 |
| California Community Colleges Chancellor's Office | | | | |  |  |  |  |
| ARCC Transfer Volume Summary Report | | | | |  |  |  |  |

**Recommended Guidelines for Transfer**

In 1997, the State Chancellor’s Office established the Recommended Guidelines for Transfer. These guidelines help to create campus wide goals that support Transfer Centers and a strong transfer culture. Following these guidelines, the Foothill College Transfer Center Plan has developed a set of institutional transfer goals that are specific to the Foothill campus.

**Foothill Transfer Center Plan Goals:**

1. Identify and increase the number of students who choose transfer and are prepared to transfer, with a special focus on supporting the needs of those population groups experiencing disproportionate impact.

2. Increase the percentage rate of students from population groups experiencing disproportionate impact who establish transfer as their educational goal and who actually transfer.

3. Work with campus governing boards, administrators, academic and classified senates, to ensure that student transfer is a college-wide high priority.

4. Revise campus policies and procedures as needed to strengthen and clarify the transfer process for the campus.

5. Through the Counseling Department, Transfer Center, and all programs that support transfer students, ensure that students obtain accurate and timely counseling, transfer information, and services.

6. Systematically evaluate the effectiveness of the Transfer Center.

**TABLE 9. Goal 1:** Identify and increase the number of students who choose transfer and are prepared to transfer, with a special focus on supporting the needs of low-income and underrepresented students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE :** Improve outreach efforts to increase student awareness of the transfer process and transfer readiness particularly for students from low-income and underrepresented backgrounds. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Expected Outcome** | **Comments** |
| A. Provide presentations, workshops, activities, and counseling support to special cohort programs which serve predominantly underrepresented students: First Year Experience (FYE), Extended Opportunity Program & Services (EOPS), Intercollegiate Athletics, Puente, Disability Resource Center, and Veterans.  B. Promote transfer awareness & readiness to students in CNSL 5 (Introduction to College) classes, tabling at the campus center, College Hour and Heritage Months by Transfer Center faculty, staff & student workers.  C. Implement an annual comprehensive “Transfer Awareness Month” that provides a wide variety of transfer-related topics and engaging administrators, faculty, staff, student clubs and government, universities, and Foothill alumni in these activities.  D. Work with Institutional Research to identify new low-income & underrepresented students each quarter who declare transfer as a goal on the Foothill college application. Contact students via email or telephone to introduce the transfer pathway and invite them to the Transfer Center to meet with staff. Provide counseling case management to these students each quarter to ensure they are meeting the goals of each step of the transfer pathway.  E. Each spring quarter, personally contact continuing transfer-ready students to assess/confirm their transfer eligibility and to review/revise their educational plan for application to UC/CSU in the fall quarter. Work with the Institutional Research to identify low-income & underrepresented students who have completed both ENGL 110 and Math 220 with a 2.0 cumulative GPA and 30 units.  F. Transition FYE students to the Transfer Center after the first year to provide continuity of supportive services: transfer services, counseling, and the UC Davis Transfer Opportunity Program (TOP).  G. Continue to fund contracted services with the UCD Transfer Opportunity Program (TOP) which provides regular visits by a UCD TOP Adviser who provides advising, classroom visits, and presents relevant workshops.  H. Provide professional development to faculty & staff at Foothill College’s Opening Day, New Faculty Orientation and Transfer Awareness Month on transfer pathways and information.  I. Continue partnership with College Track, which collaborates with K-12, community colleges, and 4-year universities to provide access and support to underrepresented high school students through college graduation.  J. Collaborate with the Foothill College Financial Aid Office Outreach Program to better inform students about college affordability and financial aid opportunities such as the UC Blue and Gold Opportunity, and other scholarships.  K. Through collaborative efforts of the Transfer Center, Articulation office, Honors Institute and Counseling Department, Foothill will host an annual transfer information event for prospective Foothill students, parents and high school counselors. |  |  |  |  |

**TABLE 10. Goal 2:** In conjunction with four-year university systems, increase the percentage of low-income and underrepresented students who establish transfer as their educational goal and who actually transfer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE:** By 2022, increase the transfer rate of Foothill low-income, African-American & Latino students by decreasing the achievement gap among these three groups by 5 percentage points. The transfer rate for Foothill College is 54%. The transfer achievement gap is --15% for African American students, -16% for Latino students and -10% for low-income students. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Evaluation** | **Comments** |
| A. Work collaboratively with the University of California (UC), California State University (CSU), Historically Black Colleges & Universities (HBCU), Association of Independent California Colleges & Universities (AICCU), Honors Transfer Council of California and the Western Undergraduate Exchange (WUE) systems to maximize transfer services and to increase awareness of additional transfer opportunities.  B.Coordinate with university representatives to offer services to targeted student populations through individual appointments, drop-in questions, workshops & university campus visits.  C. Promote participation of Honors Program as a transfer pathway for underrepresented students, especially to selective campuses.  D. Coordinate the annual Transfer Day Fair, which brings college representatives from the UC, CSU, independent and, out-of-state schools to introduce students to their institutions. Participate and support the annual International Transfer Fair, which is open to all Foothill and De Anza students.  E. Continue to support established partnerships that guarantee or offer admission preference with UCLA TAP, UCD TOP, UCI Honors, and other universities.  F. UCD TOP Advisor to provide UC Transfer Admission Planner (TAP) workshops, especially geared toward serving underrepresented students. (TAP is a transfer tool designed for the community college transfer students to track their progress toward meeting minimum requirements & allows UC staff to communicate important information to them.)  G. Counselors will provide TAG workshops at end of spring quarter and throughout the summer to prospective transfer students. This will result in an increase in students obtaining guaranteed transfer admission.  H. Offer TAG and ADT Open House during the Transfer Awareness Month to assess if students are eligible to apply to a university and to provide the support needed through the university application transfer process. |  |  |  |  |

**TABLE 12. Goal 3.** Work with campus governing boards, administrators, academic and classified senates, to ensure that student transfer is a college-wide high priority.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE:** Various administrators, faculty and staff with a vested interest in transfer will work closely with participatory governance groups, administrators, college-wide work groups to inform and advise the College community about transfer issues and developments. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Expected Outcome** | **Comments** |
| A. Transfer Workgroup members, Transfer Center Director & staff, Counseling faculty, Articulation Officer, and Director of Honors Institute meet on a quarterly basis to identify and advocate for transfer needs e.g. using program review data to increase the Transfer Center budget in order to meet the transfer goals & activities identified in the Transfer Center Plan.  B. Secure college-wide support for institutionalized funding that supports an annual Transfer Celebration.  C. Tri-Chairs of the Transfer Workgroup will continue to promote transfer as a high priority in shared governance groups.  D. Transfer Center Director/Counselor will report annually on the state of transfer at Foothill College at Academic Senate, Student Equity Workgroup, Basic Skills Workgroup, Student Success & Support Program (3SP) Advisory Council, Counseling Division meetings, Classified Senate, and PaRC.  E. Secure funding from the Student Equity Workgroup to support underrepresented student participation on college visits. |  |  |  |  |

**TABLE 13. Goal 4.** Revise campus policies and procedures as needed to strengthen and clarify the transfer process for the campus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE:** The Transfer Center and Articulation Office will review policies and procedures to ensure that all are aligned with supporting transfer goals. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Evaluation** | **Comments** |
| A. Work with Admissions & Records and the Evaluation Office to establish an effective process for tracking ADT verification to the CSU.  B. Collaborate closely with the Articulation office to ensure that major courses needed for transfer (e.g. ADTs, lower division major courses, and general education) are articulated and available to students, which will streamline transfer and ensure a smoother transition for students.  C. Collaborate with the articulation office in presenting to the college curriculum committee, instructional departments and new faculty orientations, the importance of aligning curriculum development with transfer guidelines to increase the numbers of courses approved for ADTs and transferable to baccalaureate institutions.  G. Collaborate with the articulation office in providing accurate and timely exam credit information regarding Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), in an effort to ensure consistency with transfer institutions guidelines.  H. Work collaboratively with instructional deans to review ADT required courses and to ensure that such courses are offered regularly so that students may complete ADTs or other transfer requirements within two years. Encourage departments to post major course offerings per quarter at the beginning of each academic year to help students and counselors plan more effectively.  I. Update transfer-related information in the Foothill Catalog and Transfer Center website to reflect the most current transfer-related policies and procedures. |  |  |  |  |

**TABLE 14. Goal 5.** Through the Counseling Department, Transfer Center, and all programs that support transfer students, ensure that students obtain accurate and timely counseling, transfer information, and services.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE:** The Transfer Center will be responsible for providing accurate and most updated transfer information to counselors and students, particularly low-income and underrepresented students. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Evaluation** | **Comments** |
| A. Both the Transfer Center Director/Counselor and the Coordinator will present to the Counseling Division and Counselor In-Service Meetings pertinent information regarding transfer to the UC/CSU/Private and out-of-state institutions as well as send out email updates of important changes in the transfer process. Invite articulation officer each quarter to Counselor In-Services to provide updated information about transfer. This will ensure that counselors have accurate and updated information when counseling students.  B. The Transfer Center will provide a multi-faceted approach to disseminate transfer information via multimedia, social media, email, and telephone calls in order to ensure information is disseminated to diverse student groups, especially the low-income and underrepresented. Create a “Transfer Corner” in The Hoot, the campus student newsletter.  C. Transfer and Counseling Center faculty and staff will provide a variety of transfer-related workshops that address student needs, specifically targeting underrepresented and disproportionately impacted students.  D. Work with Marketing and Communications to update transfer promotional materials and to develop a student-centered video about the Transfer Center.  E. Ensure that Foothill College is represented at regional and statewide transfer meetings and conferences (e.g. UC ETS, CSU, Western Association for College Admission Counseling (WACAC), Regional Admission Counselors of California (RACC), and others) and disseminate relevant and up-to-date information to counselors and pertinent offices on campus.  F. The Transfer Center will regularly disseminate important transfer information to appropriate offices and programs and serve as a hub for complex transfer issues.  G. UCD TOP Advisor to provide a UC TAG update to Foothill counselors each spring quarter as they prepare for the annual summer TAG application period. |  |  |  |  |

**TABLE 15. Goal 6.** Systematically evaluate the effectiveness of the Transfer Center.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVE:** The Transfer Center will provide regular and on-going assessment for program effectiveness and gather data for the annual Transfer Report which is sent to the State Chancellor’s Office, college program reviews, and the Foothill Transfer Center Plan, which coincides with the 6-year accreditation cycle. | | | | |
| **ACTIVITIES** | **Responsible Position** | **Timeline** | **Evaluation** | **Comments (if needed)** |
| A. The Transfer Center Director will work closely with the Counseling Division, , Office of Instruction, and Institutional Research (as well as the Student Equity Workgroup and the Student Success and Retention Team per the SEP) to develop evaluation tools to evaluate the efficacy of the Transfer Center, and to gather data for Transfer Center reports.  B. Gather MIS data and other pertinent transfer data by working with the Senior Resource Analyst (IR&P).  C. Create SA-SLOs for Transfer Center activities and workshops.  D. Use the SARS scheduler to collect data regarding number of students accessing services at the Transfer Center. Collaborate with Institutional Research to aggregate student data and determine the numbers of low-income and underrepresented students utilizing the Transfer Center.  E. Implement program and service revisions as appropriate based on assessments and results to better serve disproportionately impacted student populations and to better meet the Transfer Center goals.  F. Make data-driven decisions regarding transfer utilizing research from Institutional Research, the National Institute for the Study of Transfer Students, the California Community College Chancellor’s Office Research Division, the National Association of College Admission officers and others, in order to facilitate college-wide understanding of national and state transfer trends and to be able to use data to support funding requests as appropriate. |  |  |  |  |