Council for the Advancement of Standards in
Higher Education

Transfer Center

Final Report

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12/13/22

**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

    Part 1: Mission
    Part 2: Program and Services
    Part 3: Student Learning, Development, and Success
    Part 4: Assessment
    Part 5: Access, Equity, Diversity, and Inclusion
    Part 6: Leadership, Management, and Supervision
    Part 7: Human Resources
    Part 8: Collaboration and Communication
    Part 9: Ethics, Law and Policy
    Part 10: Financial Resources
    Part 11: Technology
    Part 12: Facilities and Infrastructure

The review team for Transfer Center consisted of 6 members. Members were recommended by the Student Development office.

Team Member Name	Team Member Title
Lisa Castro	Counselor, Transfer Center
Betty Inoue	Counselor, Transfer Center
Angelie Lopez	Student Success Specialist, Transfer Center
Barbara Dahlke	Counselor, General Counseling
Herminio Hernandez	Counselor, General Counseling
Khoa Nguyen	Counselor/Coordinator, Transfer Center

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions
- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

The De Anza Transfer Center is a hub for all students interested in transfer to get assistance, meet their counselor/student success specialists and university representatives, and interact with fellow transfer students. Transfer Center program helps students reach their academic and personal goals of transfer or getting degrees/certificates at De Anza by providing current and accurate information about certificates/degrees and the transfer processes. The center offers key services and activities including but not limited to counseling/advising appointments and drop-ins, transfer workshops, university representative visits (1:1 appointments and workshops), Transfer Day, and Transfer Celebration. The center helps students explore their options for transfer and assists them in developing a comprehensive educational plan with a clear transfer timeline that best fits their needs. While many counselors across campus can assist students with transfer-related questions, Transfer Center counselors are specialized in all transfer topics and can serve as resources for other counselors. The center aims to make transfer information accessible for all students at De Anza College.

The Transfer Center programs and services also promote student retention by providing them with a clear path to reach their goal, making the idea of transferring and obtaining the degree seem within reach and attainable. This helps students to stay on a clear path and motivates them to stay persistent in their educational journeys and inspires them to work hard to overcome any adversities to reach their goals. Additionally, the Transfer Center promotes diversity, equity, and inclusion among all students and strives to increase the number of underrepresented students transferring to four-year universities. This is a goal listed in the 2021 Transfer Center Plan. To achieve this goal, the Transfer Center team has made concerted efforts to reach underserved students by reaching out to the on-campus programs that primarily serve these student populations to inform them about our Transfer Center activities and partnering with them. The TC has collaborated with Extended Opportunity and Services (EOPS), Puente, Umoja, & IMPACT AAPI programs and offered workshops to students in these programs. The Transfer Center team has also made extensive efforts to connect students with various student support services and programs that are critical to their success.

The Transfer Center has served a large number of students even with limited staffing and funding in the past few years. In June 2022, the Transfer Center was able to reestablish a formal Counselor/Coordinator (75%/25%) to assist with coordinating all aspects of the Transfer Center and providing additional support for students. The Center expects to see an increase in the number of students served this academic year.

The Transfer Center has identified many strengths and growth areas outlined in detail in the sections below. The Transfer Center team will continue to work diligently to carry out the action steps that the Transfer Center CAS review team members have identified.

Summaries
The following pages represent the Review Committee's collective responses and serve as the initial report.

Overall Section Average Scores

Section 1: Mission (2)

Section 2: Program and Services (2)

Section 3: Student Learning, Development, and Success (2)

Section 4: Assessment (2)

Section 5: Access, Equity, Diversity, and Inclusion (2)

Section 6: Leadership, Management, and Supervision (DNA)

Section 7: Human Resources (2)

Section 8: Collaboration and Communication (2)

Section 9: Ethics, Law and Policy (DNA)

Section 10: Financial Resources (1)

Section 11: Technology (2)

Section 12: Facilities and Infrastructure (2)

<u>**Section 1: Mission**</u>

CAS Section 1 Purpose Summary

The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. AAP must advocate for student success and persistence.

Section 1 Committee Summary – Average rating (2)

The mission of the Transfer Center (TC) is to promote the attainment of educational goals and facilitate student transfer. The TC provides services and resources to DA students, faculty, and support services through the development of transfer agreements with select 4-year schools, and general transfer counseling and resource materials.

The Transfer Center serves as the focal point for transfer activities and through collaboration with faculty, staff, and administrators throughout the college, works to improve transfer. The Center offers resources and support services to assist students in researching options, making sound choices, and planning a smooth transition between institutions.

The Transfer Center's mission aligns with De Anza College's mission to "provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation, and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies: communication and expression, information literacy, physical/mental wellness and personal responsibility, civic capacity for global, cultural, social and environmental justice, critical thinking." In particular, the TC promotes critical thinking, information literacy surrounding all aspects of transferring to a 4-year university, personal responsibility, and helps students attain knowledge and skills to develop and obtain transfer goals. Thus, the Transfer Center's mission fully complements the mission of De Anza College.

Achievements

De Anza College is always at or near the top statewide in community college transfers to the University of California, California State University, and private universities – as confirmed in research by the Public Policy Institute of California

University Transfers in 2020-21
 • UC transfers: 978
 • CSU transfers: 1,612
 • Transfers to private or out-of-state universities: 232

Top 5 UC Transfer Locations
   1. San Diego (190)
   2. Berkeley (175)
   3. Davis (157)
   4. Los Angeles (141)
   5. Santa Cruz (99)

Top 5 CSU Transfer Locations
   1. San José (1,078)
   2. San Francisco (153)
   3. East Bay (130)
   4. Long Beach (37)
   5. Sacramento (35)

The Center advances its mission by offering the following resources and support services:

• Drop-in counseling and advising to answer quick questions during specified hours.

• Information regarding articulation agreements, impacted majors, and guaranteed admission.

• Virtual and physical resource library including access to college catalogs from private institutions and UC and CSU campuses.

• Knowledge on how to navigate ASSIST.org and provides access at computer stations.

• Coordination of campus visits by UC, CSU, select private and out-of-state university representatives who offer campus-specific transfer advising (in person and virtual available).

• Transfer workshops and information sessions (e.g., Online Application process, Writing the Personal Statement, Navigating ASSIST, ADTs).

• Annual Transfer Day with a variety of institutions to give students the opportunity to meet with multiple representatives in person (and virtually during the COVID-19 safety orders).

• Yearly Transfer Celebration.

• In-service training to all counselors/advisors.

• A well-designed Transfer Center website that contains critical information pertaining to transfer.

Opportunities for Growth

As a regular practice, the TC's mission statement should be reviewed and updated to reflect the scope of the services the center provides in relation to the outcome of student learning and success and disseminate it. The Transfer Center will also identify and increase the number of students who choose to transfer and are prepared to transfer, specifically underrepresented students.

Action Steps

- TC team will meet regularly to review and update the mission statement.
- TC team will incorporate the mission statement on the website, include it in publications, classroom presentations, future funding requests, campus events and workshops.
- TC team will collaborate with the Student Success and Retention Services (SSRS) as well as other student support programs and departments to increase the number of underrepresented students who choose to transfer.

Section 2: Program and Services

CAS Section 2 Purpose Summary

Academic Advising Programs (AAP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The AAP goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary – Average rating (2)

The TC's work is guided by the State guidelines for Transfer Centers, and we align our goals with the institution's priorities. The TC has identified several goals in our Transfer Plan that support the mission of the college as well as the TC. In order to support students, the TC also connects students to institutional, academic, behavioral policies and procedures, programs and services as appropriate.

Achievements

- TC has worked to develop and implement strategies for outreach and promotion based on student feedback collected at events and workshops.

- TC publishes and sends information to students about workshops and events related to transfer via email, website, social media, and the college calendar.

- TC works closely with the Articulation Officer (AO) for Transfer Admission Guarantee guide, Transfer Admission Agreements, to review information to update counselors with current transfer-related policies and update counselors across campus.

- TC notifies the AO of any errors with ASSIST articulation agreements.

- TC participates in various campus events such as Welcome Day, Student Resource Fair, Transfer Tuesday, workshops, classroom presentations etc. to connect with students and provide information about transfer.

- TC team creates content for workshops, events, and training for colleagues and students alike that positively supports the success of transfer students across campus.

- TC team participates in various committees and shares valuable information with members to encourage the institutional culture, policies, curriculum, and standards to support transfer students.

- TC has reestablished Transfer Tuesdays.

- TC has increased the number of workshops and attendance by offering in a variety of modes including in-person, virtual, and HyFlex. The TC currently offers the following workshops:
  - Associate Degree for Transfer (AD-T) Next Steps
  - Associate Degree for Transfer (AD-T) Workshops
  - Associate Degree for Transfer (AD-T) Clinics
  - Common Application Workshops
  - California State University (CSU) Application Clinics

- California State University (CSU) Application Workshops
- General Education Workshops
- Next Steps Workshops
- Transfer Overview Workshop
- University of California (UC) Application Clinics
- University of California (UC) Application Workshops
- UC Personal Insight Questions Sessions
- UC Transfer Admission Guarantee (TAG) Clinics
- UC Transfer Admission Guarantee (TAG) Workshops
- UC Transfer Admission Planner (TAP) Workshops

- From July 1, 2021, through June 30, 2022, the Transfer Center provided:
  - 2241 student contacts through counseling/advising appointments and drop-ins counseling
  - 23 student contact through classroom visit
  - 273 university representatives contact
  - 863 student contacts through the TC workshops
  - 272 student contact through the virtual Transfer Day event
  - 14911 contacts through the Transfer Celebration, outreach events and via email through listserv
  - Training to 53 faculty and staff

Opportunities for Growth

Although the TC Team reviews the TC goals when writing the Transfer Report, the TC would benefit from monitoring the program's progress more closely toward meeting these goals and sharing the goals with college constituents as well as students. Tracking progress toward the goals would also help inform the types of services that the TC should provide in the future. The TC was operating at baseline capacity; if the TC had more staffing, the program could provide more services and resources across campus. The TC would also like to continue to evaluate the program's marketing methods to ensure they reach a wider audience.

TC would also like to coordinate more activities in the future such as Transfer Awareness Month, more field trips, and partnerships with campus learning communities as well as 4-year institutions.

Action Steps

The TC team will meet in Winter or Spring 2023 to revisit the Transfer Center Plan and the program's goals and revise them accordingly. The TC team will review the opportunities for growth and create a plan to implement them.

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Academic Advising Programs (AAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. AAP must promote student learning, development, and personal growth to encourage self-sufficiency. AAP must contribute to students' progression and timely completion of educational goals. AAP must assist students in identifying the realistic timeframe to complete their educational goals and support their efforts. AAP must help students and designated clients prepare for their careers and meaningful contributions to society. AAP must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals. AAP must support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals.

Section 3 Committee Summary – Average rating (2)

The Transfer Center (TC) has contributed to student learning, development, and success by helping students identify a clear path to reach their educational goals, whether it is taking courses for personal enrichment earning a certificate, degree, and/or transfer. By providing accurate information regarding certificates and

degrees and transfer policies and procedures, the Transfer Center helps students learn where to look for important information on courses, certificates, degrees, and transfer, and develop an effective and accurate educational plan and select classes that align with their educational goals. This helps prevent students from taking unnecessary courses that could hinder their ability to reach their goals in a timely manner. The Transfer Center has helped several students prepare for their careers in health professions, business, and engineering that contribute directly to the immediate community and greater society.

The TC regularly surveys students who attend workshops (TAG, transfer applications, etc.), campus events (Transfer Fair, college tours, etc.), and meetings with transfer representatives from transfer colleges and universities. Survey questions ask students to report whether students have gained information and insight to transfer goals and educational planning.

Achievements

The Transfer Center has helped students to become more knowledgeable about the transfer process (majors, requirements, transfer institutions, etc.) application process, and exploration of all options.

The Transfer Center has increased the number of workshops offered to students and expanded the types offered to help them understand and navigate each step of the transfer process. One newly added workshop is to inform students about Historically Black Colleges and Universities (HBCUs). After reviewing workshop feedback, the TC also developed clinics to assist students with hands-on support close to application deadlines for UC TAG, UC Admission, and CSU Admission.

One of the TC's impacts on student learning, development and success is an increase in the transfer rate from helping students achieve their goals. Also, TC facilitates the process of closing the achievement and equity gap in higher education.

In Spring 2019, one of the Transfer Center counselors taught a COUN 80X class, Special Topics in Counseling: Transfer Planning. By the end of the class, students demonstrated that the following learning outcomes had been achieved: identify transfer pathways, understand minimum transfer admission requirements, research majors/schools of interest for further exploration, create a student education plan that helps them achieve their goal and prepare to transition to the university.

Opportunities for Growth

- TC would benefit from continuing to survey students after every workshop to access the skills and knowledge that students develop as a result of participating in the workshop.

- TC would benefit from reviewing existing student learning outcomes (SLOs) and aligning student learning outcomes more closely with the Strategic Planning Institutional Initiatives outlined in the Educational Master Plan.

- TC would benefit from teaching another section of COUN 80 to promote further advancement of student learning.

Action Steps

- TC team will meet by the end of Spring 2023 to review existing SLOs for workshops and work to establish new or refine current SLOs.

- TC team will continue to collect feedback from surveys to evaluate services and development outcomes.

- TC team will work together to identify the best quarter to offer a COUN 80 section and offer it.

CAS Section 4 Purpose Summary

Academic Advising Programs (AAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. AAP must design assessment plans that incorporate an ongoing cycle of assessment activities. AAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (2)

The Transfer Center (TC) develops assessment plans and processes that document progress toward achievement of the mission, goals, outcomes, and objectives. The program strives to provide culturally responsive, inclusive, and equitable assessment measures in all TC services.

The Transfer Center has a transfer plan and transfer report to assess its plans and processes. This is an ongoing process. TC team members assess the data to determine best practices and inform their strategies moving forward.

The Transfer Center's goals and mission statement are consistent with the Office of Institutional Research (IR) and the Office of Articulation. TC assessment measures are developed based on state guidelines regarding student learning outcomes. The TC also complies with institutional guidelines for data access and management. One of TC's main priorities is gathering and assessing data from an equity lens in consultation with various programs on campus. One example is working with IR to gather student data to create a targeted outreach plan to increase the transfer rates of historically underrepresented student populations.

Assessment Methods:

TC collaborates with the Dean of Counseling, Institutional Research, Articulation Services, Guided Pathways, and university representatives on assessment activities. TC uses various methods and data sources to inform their practices:

- TC team extracts data from SARS scheduling software that tracks all student contacts including by appointments, workshops and drop-in or email requests.

- TC team reviews transfer statistics from the CCC (California Community Colleges) Chancellor's Office, the University of California Office of the President (UCOP), and the UC and CSU Data Dashboards.

- TC team collaborates with Institutional Research to gather and create transfer surveys and to examine degree completion rates.

- TC team surveys students after all transfer events such as transfer workshops, Transfer Day, and the annual Transfer Celebration.

- TC team reviews results from the quarterly Counseling Department Survey that includes questions on Transfer Center services.

- TC team meets annually with the Transfer Advisory Committee for feedback and planning.

- TC team implements formative and summative approaches to assess student learning.

Achievements

The TC surveys and program review has helped the program identify areas that work well and areas needing improvement:

- TC team assesses students learning in the transfer workshops based on questions that were addressed.

- TC team reviewed workshop attendance trends to inform planning for the upcoming quarters to determine when to offer workshops, the capacity, and the type of workshops for each quarter.

- TC team utilized survey results from the quarterly Counseling Department Survey that includes questions on Transfer Center services.

- TC team uses assessment data to inform university representative visits and related opportunities.

- TC team assesses data to make improvements to the TC website and keep students informed.

- TC faculty and staff modify their schedules as needed based on students' needs to accommodate more students on drop-in or for appointments.

The TC shares assessment results and data through annual Transfer Center reports. The results are also presented during Counseling in-service sessions, department meetings, De Anza Transfer Advisory Committee meetings, Transfer Regional Director meetings, the Equity Action Council, and meetings with senior staff and administration.

Opportunities for Growth
Without a dedicated Transfer Coordinator/Counselor to focus on collecting data and developing programs and services for the TC, there has not been a comprehensive assessment plan. However, with the recent hire of a TC Coordinator in August of 2022, more time and resources are available to continue to improve effective assessment practices.

Action Steps
Online transfer workshop surveys have been created, and the following surveys have been implemented:
- Application workshops (California State University (CSU) and University of California (UC))
- Transfer Clinic workshops
- Transfer Day
The TC team will implement surveys for all workshops during winter quarter 2023.

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary – Average rating (2)

The Transfer Center (TC) is committed to diversity and strives to provide programming that is targeted toward underrepresented students. The institution recognizes that the rate at which students transfer from underrepresented backgrounds is statistically much lower than their counterparts from non-disproportionately impacted populations. Overall, it is the program's mission as a Transfer Center to identify students from underrepresented populations and provide equitable and accessible services to increase their transfer rate to the 4-year institutions.

The Transfer Center team is comprised of individuals from diverse ethnic, racial, and cultural backgrounds, and identities, with a wide range of experiences. TC faculty and staff bring different perspectives into their work that enables them to effectively connect with students, provide multicultural counseling, and create a safe environment for students of diverse age, gender, race, ethnicity, religion/spirituality, sexual orientation, socioeconomic status, etc. TC faculty and staff offer counseling support in multiple languages: English, Spanish, and Vietnamese.

Achievement

The Transfer Center has:

- Collaborated with the Umoja counselor, Maurice Canyon, to host an info session about Historically Black Colleges and Universities (HBCUs) for students to learn more about HBCUs and the guaranteed transfer pathway to one of the partnered HBCU campuses.

- Provided CSU & UC Application workshops, Transfer Admission Planner and TAG workshops for Extended Opportunity Programs and Services (EOPS) students to help them prepare for the transfer application process and explore their options.

- Offered virtual and HyFlex workshops since the program transitioned to an online modality during the pandemic which has led to an increase in workshop attendance. The virtual format has been conducive to many first-generation low-income students who have to work full-time and do not have the means to commute to campus to attend a workshop.

- Created promotional material for recruitment and tabled at various events such as the Welcome Day, Resource Fair, virtual Club Day, Latinx Student Empowerment Conference, Filipinx-Pacific Islander-Southeast Asian Student Empowerment Conference, and the Black Student Empowerment Conference.

Opportunities for Growth

The Transfer would benefit from:

- Providing transfer financial literacy workshops to educate students from low-income diverse backgrounds about the transfer pathways and how to finance their education as well as seek scholarships.

- Offering more campus tours for students to explore their options and experience the university environment first-hand before transferring to help them decide on a campus that meets their needs.

- Hosting a HBCU Caravan at De Anza to bring awareness to transfer institutions outside of the traditional in-state public universities.

- Connecting students to alumni to establish a stronger pipeline from the CCC to the university and transition successfully to the workforce.

- Although the data from De Anza's strategic plan shows that transfer rates for Latinx and Black students have not reached levels commiserate to rates of Asian, white and Filipinx students, the TC is making steady progress toward closing the achievement gap and increasing their admission to 4-year universities.

Action Steps

- TC will consult with the Transfer Advisory Committee to identify more ways to support the retention and transfer rate of underrepresented students.

- TC will partner with the Office of Equity, Social Justice and Multicultural Education and Office of Institutional research to strengthen the transfer pipeline for African American and Latinx students.

- TC will continue to collaborate with learning communities such as EOPS and UMOJA, Men of Color, Rising Scholars, Higher Education for AB540 Students (HEFAS), Impact AAPI, Puente, and the Pride Center to offer resources and services intentionally designed to promote transfer.

- TC will expand transfer services to cast a wider net for students who are not affiliated with any particular

learning communities or programs but self-identify as disproportionately impacted.

- TC will provide more tailored outreach and marketing that promotes students from diverse backgrounds transferring to 4-year institutions.

- TC will continue to offer multiple modalities for workshops and appointments to meet students where they are at.

- TC members will seek ongoing professional development training to enhance their knowledge of best practices on providing equitable counseling and transfer services as well as attain strategies to support students effectively from historically disadvantaged backgrounds.

Section 6: Leadership, Management, and Supervision (DNA)

CAS Section 6 Purpose Summary

Academic Advising Programs (AAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for AAP must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (DNA)

This section does not apply to the Transfer Center.

Achievements

Opportunities for Growth

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 7: Human Resources

CAS Section 7 Purpose Summary

Academic Advising Programs (AAP) must identify the level of staffing necessary to achieve its mission and goals. AAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

Section 7 Committee Summary – Average rating (2)

Staffing:

The Transfer Center has been operating with ongoing staffing challenges such as:

- Retirement of the Transfer Coordinator/Counselor in 2019.

- Move from having two full-time Academic Advisors to 1.5 Academic Advisors.

- Administrative Assistant position became vacant in June of 2022.

- One of the Transfer Center counselors became acting Counseling Department Chair for 2021-2022. This resulted in a decrease of counseling hours available for the Transfer Center.

However, a new Transfer Center Coordinator/Counselor was hired in August 2022, and a new Administrative Assistant joined the Transfer Center on December 1, 2022. The Transfer Center team now includes a Transfer Center Coordinator/Counselor (25% coordination, 75% counseling), two full-time Counselors, a full-time Academic Advisor/Student Support Specialist, and a full-time Administrative Assistant. With the highest staffing levels at the Transfer Center since 2018, TC now has the workforce to implement critical student success initiatives included in the Transfer Center plan.

Training & Development:

- All new personnel receive comprehensive onboarding and training on policies, procedures, and laws from the CCCCO (Community College Chancellors Office), the Office of Articulation, and Transfer Services.

- All personnel receive mandatory training on FERPA (Family Educational Rights and Privacy Act), cybersecurity safety, and emergency procedures.

- Transfer Center staff are required to attend training and professional development through professional conferences, webinars, counseling in-services, campus Opening Day workshops, and campus committees.

- New team members train with colleagues to shadow, reverse shadow, and share best practices.

Achievements

The Transfer Center team members participated in the following conferences, trainings, and professional development activities to stay informed and current about transfer requirements:

- Conferences: University of California (UC) annual "Ensuring Transfer Success (ETS)," California State University (CSU) Counselor Conferences, San Jose State University Counselor Conference

- Transfer Center Director (TCD) regional meetings, TCD annual conference, New Transfer Center Director training

- Webinars/Workshops: California Community College Chancellors Office (CCCCO) updates, Vision Resource Center training modules, Counseling in-service sessions, topics offered by the De Anza Office of Professional Development

The Transfer Center staff provided updates during Counseling in-service sessions about a variety of transfer admissions topics.

Opportunities for Growth

- TC team strives to attend as many conferences, meetings, and workshops as possible to provide accurate and effective transfer counseling.

- TC would benefit from student workers helping create TC event flyers, promoting TC events, providing support with TC social media accounts, and serving as mentors.

Action Steps

- TC team will continue attending conferences held by UC, CSU, and Historically Black Colleges and Universities (HBCUs).

- TC team will continue to participate in regional Transfer Center Director's meetings and trainings.

- TC team will seek training opportunities to increase knowledge of transfer to private universities, out-of-state, and international universities.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Academic Advising Programs (AAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

Section 8 Committee Summary – Average rating (2)

The Transfer Center (TC) collaborates with multiple departments and constituents on-and-off campus. The TC has partnered with programs such as Mentors, EOPS, Umoja, HEFAS, Puente, IMPACT AAPI, and Guided Pathways to provide comprehensive culturally sensitive transfer services. Also, the TC team has worked closely with the Office of Communications to market and promote TC services through a variety of platforms and modalities. The TC has an instrumental role in equipping students with the resources to navigate the transfer process and successfully transfer and transition to a 4-year institution. As a result, De Anza has been recognized across the State as one of the leading institutions for transfer students, attributing to its reputation being better known as the College that is "Tops in Transfer."

Achievements

The Transfer Center has:
- Promoted events across campus using the college calendar, quick notes, weekly email announcements to students about upcoming events, as well as posted opportunities on the Guided Pathways Villages page and social media.

- Created an Instagram account that has over 400 followers and seen an increase in engagement.

- Provided a summary of transfer-related events and activities as well as training at In-Service and Counseling Division meetings.

- Distributed email announcements with upcoming events to faculty, staff, and campus partners to inform them of any transfer updates and opportunities.

- Relaunched a virtual Transfer Tuesday to showcase transfer events and bring awareness to the Transfer Center.

- Provided ongoing outreach to local high school students such as a transfer admission guarantee workshop to Middle College students.

- Collaborated with Psychological Services to provide a group to help students express their thoughts about transferring in a nurturing and supportive environment.

- Established a MOU (Memorandum of Understanding) with UC Berkeley to provide a transfer pathway to streamline the process and increase the rate at which students transfer to UC Berkeley.

- Established new articulation agreements with universities in partnership with the Office of Articulation.

Opportunities for Growth

- TC will continue to collaborate with the Office of Outreach to reach a wider demographic of students

and encourage students to get a head start in the transfer planning process.

- TC will build a robust Canvas shell that serves as a hub to connect students with each other and to transfer information and resources.

- TC will seek to collaborate with instructional faculty to provide more classroom presentations to raise awareness of the transfer services and resources offered through the center.

- TC intends to build a stronger alumni network and strengthen the program's partnership with various groups on campus such as Mentors and De Anza Student Government (DASG).

Action Steps

- TC will continue to assess the data from its workshop surveys to modify and revise its services as necessary.

- TC will review recommendations from the Transfer Advisory committee to help inform the program's allocation of resources and serve students.

- TC will provide professional transfer workshops with university partners such as pre-med or pre-law events.

- TC will advocate for student workers to support the counselors and staff with the daily functions of operating the Transfer Center.

- TC will institutionalize the transfer culture in all aspects of campus life and student services.

- TC will offer a professional development workshop on how to become a transfer advocate for new employees.

- TC will create a more prominent social media presence on Instagram and TikTok to promote the Transfer Center.

- TC will feature staff and faculty transfer success stories to inspire students to pursue their educational goals.

- TC will partner with Guided Pathways meta majors to offer transfer themed events.

- TC will create an accessible brochure to showcase the variety of services, events, and resources the TC provides.

- TC will prepare a written report for the FHDA Board to keep them informed on transfer initiatives and data, and any areas of improvement to advocate for future Transfer Center services.

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

Academic Advising Programs (AAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. AAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (DNA)

This section does not apply to the Transfer Center.

Achievements

Opportunities for Growth

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Academic Advising Programs (AAP) must have the funding that is necessary to accomplish its mission and goals. AAP must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (1)

The TC team reviews the program's expenditures regularly and compiles a financial report annually to gain an accurate financial overview of the program that helps the team to plan for the future. When it comes to using the fund, the TC follows procedures that are consistent with institutional policies and in compliance with the codes for usability and access. The Center strives to get quotes from multiple service providers to ensure that the institution receives value for the funds spent.

Over the years, the TC has lost employees/positions which have impacted the program's ability to serve the students and fully meet its goals. The Transfer Center also has limited funding and staffing which has prevented the program from carrying out key activities and services that it hopes to provide. These include offering field trips to 4-year universities, purchasing materials for the Transfer Celebration, hiring student assistants, hiring consultants for UC Personal Insight Question (PIQs) support, etc. In July 2022, the Transfer Center was able to hire a Transfer Center Counselor/Coordinator. While this is a huge gain for the TC, the program still needs more staffing due to the high demand for transfer counseling and support services.

Achievements

- As a result of the strong advocacy effort by the Transfer Center team and the Dean of Counseling, the Transfer Center was able to reestablish a formal Transfer Center Counselor/Coordinator position.

- TC was able to hire a replacement for the Administrative Assistant II position in December 2022 after the previous employee resigned at the end of June 2022.

- TC team submitted a De Anza Student Government (DASG) Budget Request for the 2023-2024 Academic Year.

Opportunities for Growth

- TC would benefit from student workers helping create TC event flyers, promoting TC events, providing support with TC social media accounts, and serving as mentors.

- TC would benefit from partnering up with other programs on campus and splitting costs for events such as field trips, hiring consultants for PIQs, etc.

Action Steps

- TC team will continue to communicate Transfer Center needs with the Dean of Counseling and identify and apply for potential sources of funding.

- TC team will continue to apply for the De Anza Student Government fund to support the program with its programming and staffing.

- TC Coordinator will work with the Vice President of Student Services and the Dean of Counseling to get funding for the Transfer Opportunity Program with UC Davis.

- TC Coordinator will continue to work with the appropriate personnel to gather annual financial reports to help the team plan and make informed resource allocation decisions.

- TC Team will work with the Office of Communications, the De Anza Bookstore, the foundation, and other entities on campus to get funding for transfer swag for Welcome Day, Transfer Celebration, and other transfer events.

Section 11: Technology

CAS Section 11 Purpose Summary

Academic Advising Programs (AAP) must have current technology to support the achievement of its mission and goals. AAP must incorporate accessibility features into technology-based programs and services. AAP must ensure that personnel and constituents have access to training and support for technology use. AAP must back up data on a cycle established in partnership with the institution's information technology department. AAP must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (2)

The Transfer Center (TC) is equipped with the necessary technology to support the program in achieving its goals. The TC is furnished with computers and a commercial printer for students, staff, and faculty to use. Students are welcome to come to the center and use the space or computers for any purpose, even those beyond transfer-related activities.

Transfer Center faculty and staff utilize various software programs that enable them to carry out their day-to-day work effectively. In particular, the TC team uses DegreeWorks, Dashboard, Banner, and various websites such as Assist.org, C-ID.net, UC/CSU websites, Transferology, etc., when assisting students. Throughout the pandemic, the TC team utilizes Zoom software to conduct meetings and workshops for students and hold meetings with colleagues and university representatives. TC team members use the Microsoft Teams platform to communicate with each other efficiently. The team uses SharePoint to house all critical Transfer Center-related documents, making it easily accessible for any Transfer Center constituents. This was partly a result of the COVID-19 pandemic that required the center to shift all its services online. Faculty and staff who need training on technologies that the TC employs are provided support and training through the Educational Technology and Services (ETS) department.

Regarding user engagement and communication, the center has utilized a wide range of platforms to enhance the delivery of its programs and services and communicate those to students and has also employed technologies that facilitate user interaction. These include, but are not limited to, using social media, Discord, and the online College Event Calendar to promote events and workshops, incorporating Bitly links and QR codes into the TC promotional materials, utilizing the Transfer Center listserv and the weekly college newsletter to promote transfer-related activities, and making sure the TC website is updated with current and relevant information. The TC team is mindful of incorporating accessibility features into its programs and services. Some examples include revamping the website and ensuring that the information meets accessibility standards for all users, enabling captions on Zoom workshops and meetings, and conducting meetings via Zoom chat or phone according to the student's needs. Students who need disability-related accommodations to fully participate in Transfer Center events will be served and the TC team makes sure to indicate this message in all TC event postings.

For informational security, Transfer Center faculty and staff have access to GlobalProtect Virtual Private Network (VPN), which provides secure remote access from home. The Transfer Center Team also uses Duo Security, a two-factor or multi-factor authentication, to ensure information security and have stronger protection against

unauthorized access to Transfer Center employees' accounts.

Achievements

There are several notable accomplishments that the Transfer Center has achieved:

- At the start of the pandemic, the Transfer Center team quickly transitioned all transfer services and activities online. These include, but are not limited to, counseling meetings, drop-ins, workshops and events, and university representative visits.

- In Fall 2022, the Transfer Center offers some HyFlex workshops that allow students to join online or in-person based on their needs.

- The Transfer Center has revamped the Transfer Center website to make it more user-friendly and accessible for all users. It was recognized by the Office of Communications for being an accessible website.

- The Transfer Center team created a TikTok video to promote Transfer Center services.

- The Transfer Center hosted two virtual Transfer Celebrations in 2021 and 2022 to recognize and celebrate students transferring to 4-year universities.

- In 2020 and 2021, the Transfer Center offered two virtual Transfer Day that enables students to connect with many representatives from UCs (University of California), CSUs (California State Universities), In-state private, out-of-state universities, and international universities via Zoom.

- The Transfer Center team consistently utilizes Instagram and Discord to promote transfer events and services.

- The Transfer Center created an online university representative request form that allows university representatives to schedule visits and workshops efficiently.

- The TC team worked with the Office of Communication to get access to the College Event Calendar to better promote Transfer Center events.

- The TC team gained access to the TC listserv which enables TC staff to monitor listserv members and send out emails to promote TC events and keep students informed of all the great opportunities available to them.

Opportunities for Growth

- TC will evaluate techniques of communication and implement those that best meet student needs. In particular, TC will administer surveys to evaluate the various modes of communication to gather information about the best way to conduct counseling/advising appointments, drop-ins, workshops, and university visits.

- TC will continue to conduct surveys to identify the most effective methods to promote TC events and services and implement them.

- TC will identify and implement a replacement plan and cycle for all technology.

- TC will continue to find ways to adapt its services to be accommodating to students and make the TC website more user-friendly and accessible.

Action Steps

Moving forward, the Transfer Center team will:

- Administer surveys after every workshop to identify its modes of communication and the most effective methods to promote TC services and events.

- Work with the Dean of Counseling and ETS to identify a replacement plan and cycle for all TC technology (e.g., employees' computers and equipment, TC computer station for students).

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Academic Advising Programs (AAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. AAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. AAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. AAP must incorporate universal design principles. AAP facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (2)

The TC has been renovated and remodeled with new carpets, tables, a commercial printer, a computer station, and equipment to maintain social distancing. TC staff and faculty have equipped and well-maintained offices to support their work and safeguard their work's privacy. These personal offices provide TC employees with confidential spaces to meet with students. Each office is equipped with an air purifier and plexiglass shield which helps reduce viral and bacterial transmission.

The TC also has a dedicated office for university representatives to conduct their appointments with students. The TC team recognizes that some students may find it challenging to find a private space for their Zoom counseling sessions to take place, so the TC allows them to use the university representative office for their Zoom counseling sessions when needed. Transfer Center also provides students with laptop to join Zoom appointments or drop-in sessions as needed.

Achievements

- TC Advisor and Administrative Assistant have fostered a welcoming environment for students by dedicating many hours working at the main counseling lobby area and proactively greeting and assisting students.

- TC staff reorganized the TC space and replaced old transfer-related materials with up-to-date and relevant brochures and materials from 4-year universities.

- TC staff decorated the TC with pennants from four-year universities, making the TC more visible and welcoming to students.

- Automated check-in system so students can check in to their appointments on their own.

Opportunities for Growth

- TC would benefit from having a HyFlex classroom for transfer workshops and events.

- TC would benefit from having an ePrint kiosk for students in the center.

Action Steps

- TC team will work with the Online Education Center, ETS, and the Dean of Counseling to advocate for a HyFlex classroom in the Registration and Student Services building for TC workshops and events.

- TC team will check the TC equipment frequently to ensure that they function correctly, and report broken equipment in a timely manner.