

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members.

De Anza Transfer Center (TC) has leveraged feedback from RAPP members to enhance our approach to faculty, staff, and student engagement, outreach, and support. RAPP members recommended TC to explore opportunities for outreach and collaboration with faculty, programs, student groups/clubs, and private institutions. Additionally, RAPP recommended TC focus on disaggregated data and assist with closing the transfer equity gap. The Transfer Center has taken steps to address these recommendations.

- **Expanded Outreach to faculty, student success programs, and student organizations/clubs:** TC has increased outreach efforts to faculty members and programs, encouraging them to collaborate with our program and refer students. Some activities include:
 - Presented at various department meetings (e.g., Mathematics, Accounting), counseling in-service meetings and collaborated with different departments (e.g., Accounting, Business, Computer Information Systems) to host events for students.
 - Collaborated with Umoja to host info sessions about HBCUs (Historically Black Colleges and Universities) and the first HBCU Caravan event at De Anza for students to learn about the guaranteed transfer pathway to partnered HBCU campuses.
 - Partnered with Guided Pathways faculty leads to coordinate workshops in the Villages and increase our presence in the villages.
 - Partnered with the EOPS and Promise programs, and Middle College program and provided many workshops to help them prepare for the transfer application process and explore their options.
 - Tabled and presented at various events such as the Black Student Empowerment Conference, the Latinx Student Empowerment Conference, the Filipinx-Pacific Islander-Southeast Asian Student Empowerment Conference, Summer Bridge and UndocuWelcome, Welcome Day, Resource Fair, and Club Day to promote its program and services to disproportionately impacted student groups.
 - Partnered with various student groups to coordinate transfer events for students (De Anza Student Government, Mentors@DeAnza, College Leap @ De Anza).
 - Worked with various private institutions to provide additional opportunities for our students (e.g., Santa Clara University, Southern New Hampshire University, San Francisco Bay University, Palo Alto University, Stanford University, Columbia University, University of Southern California, Grand Canyon University, National University, Adelphi University).

- o Created a presentation request form for faculty to request the Transfer Team to come to the classroom and provide information about Transfer Resources and services.
 - **Enhanced Student Engagement:** Recognizing the student need for flexibility, TC has offered workshops, counseling appointments and drop-ins, and university representative visits in multiple modalities such as virtual, HyFlex, and in-person workshops to accommodate students. We also expanded our in-person event offerings.
 - **Implemented A Data-Driven Approach:** The Transfer Center has worked with Institutional Research (IR) to obtain annual disaggregated De Anza transfer data to identify specific student populations that may require additional support and tailored interventions to improve their success rates. TC also worked with IR to gather total transfer numbers from all California Community Colleges to assess our overall performance. The TC also regularly collects student surveys for Transfer Day and workshops and transfer clinics to better inform us of ways we can improve our services and be more student centered.
2. Describe any changes or updates that have occurred since you last submitted program review.

A key development since our last program review has been the addition of a dedicated Program Coordinator in the Transfer Center. To address the increasing programmatic demands within the Transfer Center, a temporary Transfer Center Program Coordinator position was established in Spring 2024. This was necessitated by the Transfer Center Coordinator/Counselor's limited coordination responsibilities, which constituted only 25% of their role. Given the success of the temporary position, it was converted into a permanent role filled by the incumbent in Summer 2024. This new position evolved from the previous Student Success Specialist role and has allowed TC to streamline our operations, improve efficiency, and expand our outreach efforts. The Program Coordinator has played a crucial role in planning and coordinating various transfer events and workshops for the center while one counselor was on sabbatical in the 2023-2024 academic year and two of the transfer counselors go on sabbatical in the 2024-2025 academic year. It is important to note that one of our TC counselors temporarily assumed the AO role in Fall 2023.

3. Provide a summary of the progress you have made on the goals identified in your last program review.

Since the submission of the program review in 2022, the Transfer Center has made significant progress in meeting the majority of the goals outlined in various areas of our OKR. Below are some highlights:

Program and Services:

- Expanded the types and increased the number of workshops the Transfer Center offers (Transfer Talks, Transfer Tuesday workshop series, Transfer 101 workshop, UC Personal Insight Questions, Transfer for STEM/Non-STEM majors, etc.)

- Increased the number of student appointments and drop-ins and student contact compared to previous years.
- Increase 4-year university presence on campus to offer information via tabling, workshops and 1:1 appointments.
- Participated in a wide range of campus events such as Welcome Day, Student Resource Fair, UndocuWelcome, Summer Bridge, etc., to connect with students and provide transfer information.
- Worked closely with the new Articulation Officer (AO) to create new UC Transfer Admission Guarantee (TAG) guides for the 2024-2025 academic year.
- Regularly published and share information with students and the campus community about workshops and events related to transfer via our Transfer Canvas site, email, newsletter, website, monitors in the General Counseling Division offices, social media, quick notes, and the college calendar.

Access, Equity, Diversity, and Inclusion:

- Offered multiple modalities for workshops, drop-ins and appointments to meet student needs.
- Hosted the HBCU Caravan at De Anza to raise awareness of transfer institutions and pathways outside of the traditional in-state public universities.
- Collaborated with learning communities such as EOPS, UMOJA, Higher Education for AB540 Students (HEFAS), and Rising Scholars to offer resources and services intentionally designed to promote transfer.
- TC staff participated in various professional development training to enhance their knowledge of best practices for providing equitable counseling and transfer services.

Collaboration and Communication:

- Collaborated with faculty/staff, programs and services on campus, and student clubs to promote the Transfer Center.
- Provided training to counselors/advisors on campus to advance counselors' knowledge of transfer policies, procedures, guidelines, and best practices and ensure everyone is equipped with up-to-date and accurate transfer information.
- Provided summaries of transfer-related updates, events, and activities at In-Service and Counseling Division meetings.
- Distributed email announcements of upcoming events to faculty, staff, and campus partners to inform them of any transfer updates and opportunities.
- TC counselors also have participated in various on-campus committees to share insight and expertise on how to support students reach their transfer goals.

Financial Resources:

- Successfully advocated for the hiring of a Transfer Center Program Coordinator.
- Successfully obtained additional funds for the Transfer Center's events and activities in 23-24 (Transfer Day, HBCU Caravan, Transfer Celebration) through advocacy

work with the Foundation, the Office of the President, the Office of the Vice President of Student Services, and the Dean of Counseling.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

N/A

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

The Transfer Center submitted a request for a Transfer Counselor position in Spring 2024 due to the high demand for transfer counseling appointments and services, which has not been approved. Due to limited staffing, the Transfer Center can only operate at the baseline level. Without an additional counselor, TC has been constrained in its ability to do more intentional outreach to targeted student populations and provide more transfer workshops such as the new UC/CSU Dual Admission initiatives and CSU Transfer Planner. Additionally, the absence of an additional staff has hindered TC's capacity to coordinate more transfer activities for Transfer Awareness month, host field trips to 4-year institutions, and develop additional transfer resources that can be beneficial for students, such as transfer application videos, transfer scholarship guides, private/out-of-state universities resources. In short, the TC team needs additional staffing support to be able to further research, develop, and implement innovative and high-impact practices that can enhance students' transfer experience.

The Transfer Center also submitted a request for funding to DASG in 2022-2023. The request was not granted which affected our ability to fund additional transfer resources for students (e.g., UC Personal Insight Question Consultant, field trips, resources for events)

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

While the Transfer Center has done a great job at supporting students, there is still a long waiting time for students to get an appointment with a transfer counselor, as appointments in the Transfer Center are always filled two to three weeks in advance, which sparks the concern that many students may not get served in a timely manner. This is crucial as delays can negatively impact student transfer timelines. Not having additional staffing limits our ability to further:

- implement targeted/intentional outreach initiatives to better serve disproportionately impacted student populations in efforts to close the equity gap
- participate in opportunities that support disproportionately impacted student groups

- provide more workshops such as the Transfer Admission Guarantee and Associate Degree for Transfer workshops and the new UC/CSU Dual Admission initiatives
- strengthen collaboration with existing student support programs like EOPS, UMOJA, Men of Color, Rising Scholars, HEFAS, Impact AAPI, Puente, and the Pride Center
- develop targeted resources and services that effectively promote transfer success for these diverse student groups
- meet the needs of students requesting transfer support via appointments, drop-ins, workshops.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>). In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity.

Table 1. Reflection on Learning Outcomes

Learning Outcome	By attending a UC/CSU Transfer Application workshop students will report an increase in their knowledge and skills for completing the online UC/CSU transfer application.
Method of Assessment (please elaborate)	Post UC & CSU Transfer Application workshop surveys were sent to students who attended the transfer application workshops from Fall 2022, Fall 2023, and Summer and Fall 2024. The survey assessed the students' increased knowledge and ability to complete and submit the online transfer application.
Summary of Assessment Results	97% of the respondents reported that the information presented at the application workshop increased their knowledge of the steps required to submit the CSU/UC online transfer application.
Reflection on Results	The Center is thrilled that 97% of survey respondents found the application workshop informative. This outstanding result demonstrates the effectiveness of our application workshops in providing clear and valuable information to students. It's encouraging to know that the workshop significantly contributed to their understanding of the transfer application process.
Strategies (aka: Enhancements) Implemented or Plan to be Implemented	One of the challenges that we encountered is to get the students to fill out the survey. To address this, TC plans to send follow-up reminders to students and include survey incentives to encourage more participation. Additionally, to further enhance these workshops, TC may consider incorporating additional interactive elements into the sessions.