Student Services Student Learning Outcomes
from the Full Program Review
Transfer and Career Center
2013-2014
1. Briefly describe the program and the services it provides in order to achieve its goals and SLOs.

The Transfer and Career Center is responsible for providing and coordinating programs and services that aim to increase transfer rates and offer career planning assistance.

To achieve this, the center offers:

- An extensive research library online and in print on transfer, college, and career related topics;
- A soon to be launched thorough and well organized website with links to a variety of online resources for transfer and career exploration;
- Workshops on college applications, writing a personal statement, Transfer Admissions Guarantees, financial aid (new), and scholarship search for English 120 classes (new);
- A career exploration software program Eureka;
- Transfer Club through which university tours are offered;
- Limited classroom presentations in the beginning of Fall semester;
- Coordination and hosting of university representative visits and workshops;
- Coordination and planning of two annual large scale events: Transfer Day and Transfer Recognition Reception;
- Drop in guidance and general advising to students;
- Continual research of changes in transfer requirements;
- Continual research of occupational trends;
- Timely advertising and marketing of all aforementioned services and activities.

Students who make use of the resources, services, and activities offered by the Transfer & Career Center will achieve the following Student Services Institutional Student Learning Outcomes: 1) identify and use college resources that support their success; 2) identify and commit to educational goals; 3) develop effective planning skills that support educational goals and lifelong success; and 4) demonstrate self-advocacy. Students’ acquisition of SLOs is based on the following observational evidence:

i. Students utilize the center and the activities voluntarily, knowing it is a resource on campus to assist them in successfully transferring. There were approximately 500 student and community member contacts in Fall 2013, of those approximately 370 visited the center. An additional 125 attended transfer related workshops coordinated by the center.

1. More needs to be done to increase the student population’s awareness and use of the center and the services provided by it. However, with current staffing levels appropriate marketing is greatly hindered. For example, it is not possible to conduct
classroom presentations or hold informational tables without closing the center.

ii. Students come to the center with or without educational goals. When coming with, they use the center to research how to achieve those goals, what short term goals are needed, and what their options are for long term career or further educational goals. When coming without educational goals, they utilize the center to delve into a self-discovery process by which they complete career exploration activities or research how to choose a major. They are provided with assistance in navigating the multitude of resources available to them. After, they are encouraged to make a counseling appointment to create a Student Educational Plan and to continue to use the center and the various activities coordinated by it for ongoing assistance.

iii. In the center students are presented with and guided through the many resources available to them to help them plan and support their educational and career goals including workshops, university rep visits, and the Transfer Day event.

iv. Extensive research and planning on behalf of the student is required to determine educational majors, colleges to transfer to, and career planning. In the center, students are guided through resources in print and online and they are assisted with developing and honing their research skills as they relate to transfer and career preparation. Essentially, they are taught self-advocacy skills - how to search for and appropriately use the resources available to them to make important life choices.

2. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

Student progress is tracked as transfer velocity data maintained by the California Community College Chancellor’s Office.

The following transfer data shows a fairly consistent trend over a three year time frame.

UC apply, admit, and enrolled:
- 2011-2012: 174 applied, 131 were admitted, and 106 enrolled.
- 2010-2011: 175 applied, 138 were admitted, and 98 enrolled.
- 2009-2010: 147 applied, 130 were admitted, and 98 enrolled.

CSU total number of students who transferred (enrolled):
- 2012-2013: 105
• 2011-2012: 121
• 2010-2011: 135
• 2009-2010: 83
• 2008-2009: 119

In State Private and Out of State Schools total number of students enrolled:
• 2011-2012: 120
• 2010-2011: 120
• 2009-2010: 122
• 2008-2009: 150

### Student Learning Outcomes Matrix

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<th>I</th>
<th>II</th>
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<th>IV</th>
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<tbody>
<tr>
<td>Course or Program Learning Outcomes</td>
<td>Assessment Method</td>
<td>Assessment Results Report</td>
<td>Use of Results</td>
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<tr>
<td>Include assessment method and who, what, when, how</td>
<td>Include main findings, date and report authors</td>
<td>How will instructors modify instruction and/or assessment if appropriate? Include date of discussion and date of implementation.</td>
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See pages 6-7 for information on Student Learning Outcomes for the Transfer & Career Center.

Proper assessment of Student Learning Outcomes is one of the program goals and will be worked on in the following academic year. The Student Learning Outcome we will focus on is: Students will identify and use college resources that support their success. We will adapt it to the specific goals of the Transfer & Career Center and develop appropriate evaluative measures.

### Planning Agenda

1. Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?

   Merge the Transfer & Career Center with Job Placement: