De Anza College
Student Services Planning and Budgeting Team (SSPBT)
2019-20 Program Review (APRU)

TracDat Description (50-character max)	Part 1	Program Information	
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Transfer program	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Laureen Balducci, Betty Inoue, Lisa Castro	Enter the name or names of those who authored this APRU
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	A majority of De Anza students indicated transfer as an educational goal. Student Contacts Drop-in Advising (Transfer Center Staff) Unduplicated Count: 4108 Duplicated Count: 5050 Transfer Tuesdays, Satellite Advising (Transfer Center Staff): 7 Appointments & Workshops (Transfer Center Staff) Unduplicated Count: 1170 Duplicated Count: 1322 Personal Insight Essay Information Session (Consultant): 68 University Representative Contacts Unduplicated Count: 343 Duplicated Count: 399 Electronic UC TAG Review (Transfer Center Faculty 2018 only): 174 Campus Outreach Events: Student Services Day (Transfer Center Staff): 80 Conference Presentations (Transfer Center Staff): 38 Transfer Day (Transfer Staff and University Reps.) Approx. 700 contacts (66 colleges/universities participated) Transfer Center Listserv: 5418 total	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	Students served in this program are those who are interested in transferring to a 4-year college or university. The TC offers workshops targeting underrepresented students and programs (EOPS, Umoja, Puente etc.) in order to increase access to "targeted" student populations. Many students are not affiliated with a support program so the Transfer Center makes sure to reach out and offer retention support. First generation college students may make multiple	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?

		visits to see our Advisors and or Counselors. The drop – in and appointment data is based on unduplicated and duplicated student count.	
	Part 2	**MISSION and Accreditation Standard II.B.1**	
	2a) What is the program Mission Statement?	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.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	• Accuracy of information provided to students is the cornerstone of the services we provide. Without that accuracy, students' transfer can be delayed or even prevented. Below are just some of the many ways we stay abreast of ever-changing transfer information: • TC staff attends the annual Ensuring Transfer Success Conference offered by the University of California State Chancellors Office. • TC staff attends the annual SJSU Counselor's Conference. • The TC staff utilizes numerous up to date web resources (e.g. Assist.org, Transfer Counselor Website, SJSU Impaction Guide, SFSU GPA Calculator, University of California website, California State University website, University of California Transfer Data, Cal State Apply, etc.) in advising DAC students. • TC staff members are represented at every university informational session held on campus (e.g. SJSU Next Steps for Admitted Students, How to answer Personal Insight Questions for UC Application Information Session, UCLA Admission Workshop, etc.). • The TC maintains working relationships with our UC, CSU, and private university representatives. Through these cultivated relationships, we are better able to clarify policies, requirements, impaction guidelines, etc. to insure accuracy for our students. • With our feeder school SJSU being impacted, the addition of the ADT Degrees, and the Guided Pathways Initiative just to name a few, we are always checking and rechecking what we share with students. By using this meticulous approach, we can help our students' succeed in their transfer goals.	Please address part 1 of Accreditation Standard II.B.1- The institution assures the quality of student support services.

SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	TC team works collaboratively with other student services on campus to help students achieve their goal. The TC Counselors also work with the Articulation Office, Curriculum Committee and Guided Pathways to support student learning and receive updates and info related to transfer courses. Understanding the transfer process is a learned skill, so we must be providing as many opportunities for students to ask questions, seek out resources, understand processes, and develop behaviors that support their transfer goal.	Please address part 2 of Accreditation Standard II.B.1- The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
	Part 3	**Accreditation Standard II.B.3**	
	3a) In what ways and to what extent does the program assure equitable access for all students?	The TC provides the following equitable access to students: • Online access and support to articulation info through ASSIST, Transfer Planning web page, applying for ADTs webpage, DegreeWorks, etc. (if students do not have computer access then they may visit the TC for access and assistance) • Transfer literature via pamphlets, brochures, posters, etc. • Facebook, Twitter and other social media feeds In order for all students to utilize services, they must be aware of what, where, and when those services are available. The following is how the TC reaches out to ensure access to De Anza College students: Satellite advising has helped the TC reach more students. We provide what we call "Transfer Tuesdays!" Staff from the TC provide advising services in the Hinson Campus Center in the same location every Tuesday. Due to low staffing, we are unable to continue this service for 2019-20. The TC maintains its own webpage. Here students have access to information on events such as TC Transfer Day, application filing periods, university representative visits etc. The TC maintains a listserv of over 1350 subscribers. Through this listserv the TC is able to communicate about transfer events, important transfer deadlines, TC workshops and university visits. Students are added to the listserv each quarter through our website or when they attend TC workshops.	Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.

SS 3b) State ways and extent that program encourages personal and civic responsibility.	3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	Because 4-year colleges tend to expect civic responsibility from students, the TC is set up to encourage this. The TC does this by helping student with the following: • Research and understand transfer requirements • Select courses needed for transfer • Create and educational plan • Apply for transfer • Meet transfer criteria deadlines • Navigate the complex transfer process system The TC provides accurate and timely info to interested transfer students by way of the following: • Transfer info workshops • Transfer tabling throughout the campus at various times of the year • CNSL 5 classes • Transfer Fair The TC staff is keenly aware of how important it is for students to assume responsibility for their transfer. We take every opportunity in our interactions with students to point out that fact. Deadlines missed can lead to a student not transferring. We assist students by providing online and hard copy resources so they can reference important information. First generation college students often need encouragement to meet with university representatives. We provide needed scaffolding so they can assume responsibility for their development by utilizing as many transfer resources as possible. We also encourage students to participate in and report their community service on their transfer applications. It is important for students to understand that the service they participate in is not just a positive on their application. We discuss service that holds meaning in their lives and in the lives of those they are helping. Linking service to personal goals, major, political beliefs, cultural identity, spirituality, etc. enriches the experience for all.	Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising	3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs	All staff may be involved in the design of services in the TC. The creation of new services is always evolving and based on student needs and transfer requirements. For example: besides creating a Common Application workshop for students applying to private schools, we also have added the following workshops to increase student awareness: Associate Degree for Transfer, Transfer Overview, Next Steps for Transfer. The	Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)

		hope is that with increased staffing, we will be able to add "Transfer Talks" or panels of presenters for students to be able to ask questions or get inspiration from. Maintain: Transfer information is constantly changing. AB 705, Student Equity & Achievement initiatives, TAG, ADT, Common Application, Assist Next Generation, Guided Pathways, are either new or have changed. It is through constant training that we maintain our services and keep them relevant to students. Evaluate: All events (workshops, presentations, university tours, etc.) are evaluated by the DAC students/staff in attendance. Students are now asked to evaluate not only workshops offered by the TC but counseling and advising services as well. The TC will be evaluated each year with the next evaluation scheduled for Spring 2020.	
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	The TC staff is a diverse group of individuals. • One staff member speaks Spanish and can communicate with students and their families. • All Counselors, Academic Advisors, and the Coordinator have completed graduate course work in multicultural communication, education, and counseling. It is through this combination of personal cultural background and multicultural education that the TC staff shows students from all backgrounds concrete examples of workplace diversity.	Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	N/A	Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	The majority of student information is accessed through Banner. Data regarding usage of TC etc. is from SARS. The TC does not keep individual student file folders. If a student list is needed, the list is locked in TC staff file in an office cabinet when not being used. We have all completed FERPA Training. All student information is confidential and the Transfer Center follows College policies and procedures.	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
	PART 4	Staffing	
SS 4a) Have there been any significant staffing changes since the last APRU?	4a) Have there been any significant staffing changes since the last APRU?	The TC has a staff that consists of: .5 Transfer Coordinator, 2.5 Faculty Counselors, and 2 full time Academic Advisors. One Academic Advisor left in October 2018 and the position was refilled in	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year.

		January 2019. Any vacancy has an impact on services to students. Below are a few examples of what services the TC is offering: • Workshops: UC Transfer Admission Planner, Common Application, General Education, ADT, and TAG. • A Counselor has been assigned to assist in the coordination of ADT degrees. The TC Website is up to date with all TC events listed. • TC tours for classes •TC social media (limited) •Drop-in transfer services are now provided during Summer Qtr. •Staff attend campus outreach activities (Student Services Day, etc.) •TC Coordinator provides TAG trainings for FYE, Puente, Umoja, staff etc. •Transfer Tuesdays! (Satellite advising in Campus Center)	
	4b) Are there any significant staffing changes that will be needed?	The faculty member that was .5 Transfer Coordinator and .5 Faculty Counselor retired in June of 2019. This position has not been refilled. Also, one of our Academic Advisors resigned to take a counseling position with another program, and this position has also not been refilled. The drastic cuts in staffing means that the Transfer Center will not be able to do much outreach or create any new programs. Refilling the Transfer Counseling position is vital to be able to provide the full breadth of workshops, counseling and outreach needed to support De Anza College to remain "Tops in Transfer."	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).
	PART 5	Facilities	
	5a) Have there been any significant facility changes since the last APRU?	No.	Please explain any significant changes in program facilities that have occurred over the past year.
	5b) Are there any significant facility changes that will be needed?	Currently, the TC has tables for students to sit at and study as well as 10 computers that student can use to access transfer information. (All workshops are being held in RSS 202.) There is a need to renovate the space to make it more student friendly and transfer focused.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
	PART 6	Equipment	
	6a) Have there been any significant equipment changes since the last APRU?	No.	Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next year?	The copier in the Transfer Center is very old and frequently has operation issues, so a replacement is needed. For the annual Transfer Day event, the Center	Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)

		needs to be able to access canopies to provide shade for university representatives. This is the one criticism received on evaluations each year, although all other event details receive rave reviews.	
	PART 7	**Operational Costs**	
	7a) Have there been any significant operational cost changes since the last APRU?	The UC Davis TOPS program with an annual cost of $8,000 is no longer being funded. There has not been any UC Davis representative visits to De Anza as a result.	Please explain any significant changes in program operational funding that have occurred over the past year.
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?	No.	Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)
	PART 8	**Organizational Alignment**	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?	N/A	Please explain any significant organizational alignment changes that have occurred over the past year.
	8b) Are there any significant organizational alignment changes that will be needed over the next year?	N/A	Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)
	PART 9	**Regulations/Laws/Policies**	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	Not since the last CPR.	Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.
SS 9b) State significant changes in regulations/laws/policies affecting program over next year.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?	Possible changes in United States immigration policy could negatively impact our AB540 students and their families. AB 705. The goal of AB 705 is to make sure students are not placed in pre-transfer level courses that may prolong their transfer date. Transfer Counselors will need to track transfer rates and follow institutional research to be aware of AB705 impact. Advocacy for transfer students may be needed based on outcome studies of the effectiveness of AB705. The addition of the Guided Pathways initiative as well as the College Promise program will have significant impact on transfer students in terms of selecting a major and career path.	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)
	PART 10	**Professional Development**	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?	Ensuring Transferring Success	Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.

SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	Training continues to be a priority! Attending Counseling Division in service meetings and transfer conferences are primary ways TC faculty and staff keep up with new transfer information.	Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
	PART 11	**Curriculum, Student Success, and Equity**	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?	The piloting of AB540 initiative in Spring '19 that affected the placement of students in transfer level English and Math courses which officially went into effect as of fall '19.	Please explain any significant curriculum changes that have occurred over the past year.
SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	Guided pathways will continue to have a significant impact on the trajectory of students and the transfer requirements at the 4-year university.	Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf. If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	N/A	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap
	PART 12	**Other**	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?	See Part 4 regarding staffing.	Please explain any other significant program changes that have occurred over the past year.
	12b) Are there any other significant issues that will affect the program over the next year?	Yes. Lack of a Counselor/Coordinator for the TC will be an issue as well as being down an Advisor.	Please identify any other anticipated issues that could affect the program over the next year.
	PART 13	**Student Services Learning Outcomes and Accreditation Standard II.B.4**	
	13a) What are the current/active program outcome statements?	#1. By attending a CSU Application Workshop students will report an increase in their knowledge of the CSU application process. #2. By attending a CSU Application Workshop students will report an increase in their knowledge of CSU admission requirements. #3. By attending a UC Application Workshop students will report an increase in their knowledge of the UC application process. #4. By attending a UC Application Workshop	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)

		students will report an increase in their knowledge of CSU admission requirements.	
	13b) How many SSLO/SLO statements have been assessed since the last APRU?	4	Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	SSLO #1: 94% of students who attended a CSU Application Workshop agree or strongly agree that their knowledge of CSU application process increased. SSLO #2: 94% of students who attended a CSU Application Workshop agree or strongly agree that their knowledge of CSU admission requirements increased. SSLO #3: 97% of students who attended a UC Application Workshop agree or strongly agree that their knowledge of UC Application process increased. SSLO #4: 93% of students who attended a UC Application workshop agree or strongly agree that their knowledge of UC admission requirements increased.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	Student Survey: Data will provide basis for a TC targeted outreach effort. The focus will be on those groups of students most in need of transfer support. Services will be tailored to specific needs of student groups. • Have students identify their transfer needs. • Find out when/where students receive transfer information-if at all. • What groups of students are not utilizing TC services and why?(Veterans, historically underrepresented, first generation, evening students, first year) • Have students inform us of ways to improve and expand our range of services through student evaluations and questionnaires.	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	Part 14	APRU Summary	
	14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?	Last year's APR indicates a decrease in transfer services and longer wait times to meet with a counselor for an appointment or drop-in due to positions not being filled. At the end of the 2019 academic year, the transfer counselor/coordinator retired resulting in the reduction of programs and services we can no longer offer without adequate staffing. While we are optimistic for the future of the Transfer Center, we need more counselors to support the constant demand of students we serve as well as target those who come from underserved backgrounds in order to increase the transfer rate at De Anza. Despite the lack of	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.

		funding, the Transfer Center staff strives to provide the highest quality services because we are passionate about promoting equity and student success.	
	Part 15	**Divisional Perspective**	
	15a) Name of the Division and the names of the programs.	Counseling and Student Success Division: - Counseling and Advising - Transfer Center - Articulation and Transfer Services (This office moved to Instruction during Winter Qtr. 2018). - Starfish	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Laureen Balducci	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	The General Counseling Division maintains a high-level of academic, transfer, career and personal counseling to De Anza College students. The Division works collaboratively with all programs and services on campus, and is a constant resource to faculty. Typically, the Division serves over 25,000 (duplicated) students per year. With the 2019-2020 year, we will be implementing a new initiative around retention and early alert, as last year's Starfish system is no longer. We will also be utilizing Cranium Café, for a more confidential and data-tracking source for online counseling. Transfer services remain an integral part of the CNSL Division and the College, as there continues to be an increase in students wanting to transfer. There is concern over whether or not we will be able to maintain the exceptional services offered within the TC, given that this year we are down a Counselor/Coordinator and one Academic Advisor. Lastly, we are working more collaboratively with embedded Counselors throughout the campus, through meetings and inservices. We also hope to finish creating a shared drive in Canvas so that all Counselors can access important information related to helping students.	Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.