

De Anza College  
 Student Services Planning and Budgeting Team (SSPBT)  
 Program Review

Tracdat Description (50 character max)	Part 1	Program Information																											
	2016-2017 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 Center	Enter the name of the program being reviewed																										
	1b) Name(s) of the author(s) of this report:	Patricia Gibson Sheila White-Daniels	Enter the name or names of those who authored this CPR/APRU																										
SS 1c) Number 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?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D3D3D3;">Type of Service</th> <th style="background-color: #D3D3D3;">Student Contacts</th> </tr> </thead> <tbody> <tr> <td>Drop-in Advising (Transfer Center Staff)</td> <td style="text-align: center;">1817</td> </tr> <tr> <td>Transfer Tuesdays (Satellite Advising)</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Appointments (Transfer Center Staff)</td> <td style="text-align: center;">258</td> </tr> <tr> <td>Workshops/Presentations (Transfer Center Staff)</td> <td style="text-align: center;">256</td> </tr> <tr> <td>Counseling Center Triage (Transfer Center Staff)</td> <td style="text-align: center;">228</td> </tr> <tr> <td>Personal Statement Workshop (Consultant)</td> <td style="text-align: center;">66</td> </tr> <tr> <td>University Tours (Transfer Center Staff)</td> <td style="text-align: center;">18</td> </tr> <tr> <td>University Representative Contacts</td> <td style="text-align: center;">412</td> </tr> <tr> <td>Electronic UC TAGS (Transfer Center Coordinator)</td> <td style="text-align: center;">125</td> </tr> <tr> <td>Campus wide Events : Campus Open House, Student Services Day (Transfer Center Staff)</td> <td style="text-align: center;">210</td> </tr> <tr> <td>Transfer Day (Transfer Staff and University Reps.)</td> <td style="text-align: center;">700</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>4120</b></td> </tr> </tbody> </table>	Type of Service	Student Contacts	Drop-in Advising (Transfer Center Staff)	1817	Transfer Tuesdays (Satellite Advising)	30	Appointments (Transfer Center Staff)	258	Workshops/Presentations (Transfer Center Staff)	256	Counseling Center Triage (Transfer Center Staff)	228	Personal Statement Workshop (Consultant)	66	University Tours (Transfer Center Staff)	18	University Representative Contacts	412	Electronic UC TAGS (Transfer Center Coordinator)	125	Campus wide Events : Campus Open House, Student Services Day (Transfer Center Staff)	210	Transfer Day (Transfer Staff and University Reps.)	700	<b>Total</b>	<b>4120</b>	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?
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	1d) Who are the typical students served by this program?	The TC serves all De Anza Students. Students range from decided on major and transfer institution to those students who may not be sure of transfer at all. We see students from various programs on campus: SSRS, EOPS, DSPS, EDC, ISP etc. First generation college students may make	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)?																										

		multiple visits to see our Advisors and or Counselors. The drop – in and appointment data is based on unduplicated student count.	
	<b>Part 2</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
	2a) What is the program Mission Statement?	Recognizing that Transfer is a primary mission of De Anza College, the Mission of the Transfer Center is to facilitate university transfer of De Anza students in particular of underrepresented populations by collaborating with instruction, universities, and students.	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?	<p>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:</p> <ul style="list-style-type: none"> <li>• TC staff attends the annual Ensuring Transfer Success Conference offered by the University of California State Chancellors Office.</li> <li>• TC staff attends the annual California State University Advisor/Counselor Conference.</li> <li>• The TC staff utilizes numerous up to date web resources (e.g. Assist.org, Transfer Counselor Website, etc.) in advising DAC students.</li> <li>• TC staff members are represented at every university informational session held on campus (e.g. SJSU Next Steps for Admitted Students, USF Information workshop, UCLA Admission Workshop, etc.).</li> </ul>	Please address part 1 of Accreditation Standard II.B.1- The institution assures the quality of student support services .

		<ul style="list-style-type: none"> <li>The TC maintains working relationships with our UC, CSU, and private university representatives. Through these cultivated relationships, we can get answers via email/phone to complex student questions.</li> </ul> <p>With SJSU being impacted and the addition of the ADT Degrees, we are always checking and rechecking what we share with students. By using this meticulous approach, we can help our student's succeed in their transfer goals.</p>	
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?	The core of the Transfer Center is to function as a learning center for Transfer students. The point we remind students is that NO ONE WAS BORN KNOWING HOW TO TRANSFER! Because understanding the transfer process is a learned skill, 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: <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a>
<b>Part 3</b>		<b>Accreditation Standard II.B.3</b>	
	3a) In what ways and to what extent does the program assure equitable access for all students?	<p>In order for 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 DAC students:</p> <p>The TC can no longer rely on students just coming in to the center on their own. We have to reach out to them! 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 the increase in staffing levels we were able to bring back Transfer Tuesdays this Spring 2017 Qtr. In the past month 30 students have received transfer advising through this outreach effort. The TC plans to continue this service</p>	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.

		<p>throughout the academic year.</p> <p>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.</p>	
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?	<p>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 hardcopy resources so they can reference important information. First generation college students often need encouragement to meet with representatives. We provide needed scaffolding so they can assume responsibility for their development by utilizing as many transfer resources as possible.</p> <p>We also encourage students to participate in and report their community service while reviewing their transfer applications.</p>	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	<p>Design: 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. For example: The private universities in state and out have moved from individual applications to the Common Application. This application has produced great confusion with our students. Based on this need, we have created a Common Application Workshop that has been added to the current schedule of UC and CSU workshops.</p> <p>Maintain: Transfer information is constantly changing. TAG, ADT, Common Application, Assist Next Generation are either new or have changed. It is through constant training that we maintain our services and keep them relevant to students.</p> <p>Evaluate: All events (workshops, presentations, university tours, etc.) are evaluated by the DAC students/staff in attendance.</p>	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)

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?	<p>The TC staff is a diverse group of individuals. We are diverse by gender, culture, and language.</p> <ul style="list-style-type: none"> <li>• One staff member speaks Spanish and can communicate with students and their families.</li> <li>• All Counselors and the Coordinator have completed graduate course work in multicultural communication, education, and counseling.</li> </ul> <p>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.</p>	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. Information is also taken 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.
<b>PART 4-</b>		<b>Staffing</b>	
SS 4a) Have there been any significant staffing changes since the last CPR?	4a) Have there been any significant staffing changes since the last CPR <span style="background-color: yellow;">in 2008-09?</span>	<p>Since the 2014-2015 Program Review staffing levels have increased! The TC staff now consists of .5 Coordinator, 2.5 Counselors, 3 full time Academic Advisors, and a full time Administrative Assistant.</p> <p>Below are a few examples of what services have been added due to the increase in staffing:</p>	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.

		<ul style="list-style-type: none"> <li>• New workshops have been added (UC Transfer Admission Planner and Common Application).</li> <li>• TC staff took students to UC Davis to attend the Discovery Day Conference.</li> <li>• A Counselor has been assigned to assist in the coordination of ADT degrees.</li> <li>• The TC Website is up to date with all TC events listed.</li> <li>• TC tours for classes</li> <li>• TC social media will be launched June 2017 (Facebook, Twitter, Instagram)</li> <li>• Drop-in transfer services are now provided during Summer Qtr.</li> <li>• Staff are now able to attend campus outreach activities (New Student Open House, Student Services Day, etc.)</li> <li>• TC Coordinator starting (Sp. 2017) will meet quarterly with FYE, Puente, Umoja, staff etc. to create targeted TC offerings that support the transfer of first generation, underrepresented students.</li> <li>• Return of Transfer Tuesdays! (Satellite advising in Campus Center)</li> </ul>	
	<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p>No</p>	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.)(Specifically identify any anticipated Student Success Support and Program</p>

			(3SP)connections)
	<b>PART 5-</b>	<b>Facilities</b>	
	5a) Have there been any significant facility changes since the last CPR in 2008-09?	No	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SPconnections)
	5b) Are there any significant facility changes that will be needed over the next five years?	No	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	<b>PART 6 -</b>	<b>Equipment</b>	
	6a) Have there been any significant equipment changes since the last CPR in 2008-09?	10 New computers were added to the TC for student use. Students are now able to access ASSIST.ORG to check major requirements etc. The computers have also been used during workshops.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next five years?	iPads for staff to use during transfer outreach activities and professional development events. The TC staff plans to prioritize reaching out to prospective transfer students especially those who currently underutilize TC services. iPads or similar mobile devices will help to facilitate this effort by allowing staff to share online transfer resources (e.g. how to use ASSIST.org, how to schedule an appointment with university representatives, how to navigate the Transfer Center website, etc.) with students.	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs)(Specifically identify any anticipated 3SPconnections)
	<b>PART 7</b>	<b>Operational Costs</b>	
	7a) Have there been any significant operational cost changes since the last CPR in 2008-09?	No.	Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)
SS 7b) Will any significant operational cost changes be needed over the next 5 years?	7B) Are there any significant operational cost changes that will be needed over the next five years?	No.	Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	<b>PART 8-</b>	<b>Organizational Alignment</b>	
SS 8a) Have there been any significant	8a) Have there been any significant organizational	N/A	Please explain any significant organizational alignment changes that have occurred over the past five years.

organizational alignment changes since the last CPR?	alignment changes since the last CPR in 2008-09?		
	8b) Are there any significant organizational alignment changes that will be needed over the next five years?	N/A	Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SP connections)
	<b>PART 9-</b>	<b>Regulations/Laws/Policies</b>	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?	9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?	Not since the last CPR.	Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.
SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?	Possible changes in United States immigration policy could negatively impact our AB540 students and their families.	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.)(Specifically identify any anticipated 3SPconnections)
	<b>PART 10-</b>	<b>Professional Development</b>	
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 CPR in 2008-09?	No	Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next 5 years.	10b) Are there any significant professional development needs for the program(or others)over the next five years?	Due to the new faculty and staff in the Transfer Center- training will be a priority! Attending Counseling Division inservice meetings, transfer trainings, and transfer conferences will be extremely important part of the new staff's professional development.	Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities.(Specifically identify any anticipated 3SPconnections)
	<b>PART 11-</b>	<b>Curriculum, Student Success, and Equity</b>	The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a>
SS 11a) Have there been any significant curriculum since the last CPR?	11a) Have there been any significant curriculum since the last CPR in 2008-09?	N/A	Please explain any significant curriculum changes in that have occurred over the past five years
SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.	11b) Are there any significant curriculum issues in that will affect the program over the next five years?	N/A	Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections)
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? Has the 60% requirement been met or	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a> student success



	exceeded?		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 than 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
	<b>PART 12-</b>	Other	
SS 12a) Have there been any other significant program changes since the last CPR?	12a) Have there been any other significant program changes since the last CPR in 2008-09?	See Part 4-Staffing	Please explain any other significant program changes that have occurred over the past five years.
	2b) Are there any other significant issues that will affect the program over the next five years?	None identified at this time.	Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)
	<b>PART 13</b>	<b>Student Success and Support Programs (3SP)</b>	
	13a) How will the new 3SP orientation requirements affect the program over the next five years?	N/A	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13b) How will the new 3SP assessment requirements affect the program over the next five years?	Assessment has always been essential in advising transfer students. Without clear starting points in Math and English, it is impossible to let a potential transfer student know when they can transfer.	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13c) How will the new 3SP student education planning requirements affect the program over the next five years?	With students being required to declare major/goal so soon after starting DAC, the TC will need to educate them on the transfer process sooner. They cannot pick courses for their Educational Plan without knowing what institution they want to apply to and under what major. The TC began piloting a UC Transfer Admission Planner (TAP) Workshops in Winter Qtr. 2017. This workshop helps students prepare for the Transfer Admission Guarantee Application (TAG) as well as the UC Application (APP). From TAP to TAG to APP!	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other
	<b>PART 14-</b>	<b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b>	Accreditation Standard II.B.4-The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The

			institution uses the results of these evaluations as the basis for improvement.
	1 4a) What are the current/active program outcome statements?	<p>#1. By attending a CSU Application Workshop students will report an increase in their knowledge of the process involved in submitting a CSU Application.</p> <p>#2. By attending a CSU Application Workshop students will report an increase in their knowledge of CSU admission requirements.</p> <p>#3. By attending a UC Application Workshop students will report an increase in their knowledge of the process involved in submitting a UC Application.</p> <p>#4. By attending a UC Application Workshop students will report an increase in their knowledge of CSU admission requirements.</p>	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	4	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
	14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	<p>SSLO #1: 95.2% of students who attended a CSU Application Workshop agree or strongly agree that their knowledge of CSU application submission process increased.</p> <p>SSLO #2: 94% of students who attended a CSU Application Workshop agree or strongly agree that their knowledge of CSU admission requirements increased.</p> <p>SSLO #3: 95.2% of students who attended a UC Application Workshop agree or strongly agree that their knowledge of UC Application submission process increased.</p> <p>SSLO #4: 96% of students who attended a UC Application workshop agree or strongly agree that their knowledge of UC admission requirements increased.</p>	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)
	14d) What are the program outcome assessment plans for the next five years?	Data Collection & 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.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)

		<p>Services will be tailored to specific needs of student groups.</p> <ul style="list-style-type: none"> <li>• Have students identify their transfer needs.</li> <li>• Find out when/where students receive transfer information-if at all.</li> <li>• What groups of students are not utilizing TC services and why?(Veterans, historically underrepresented, first generation, evening students, first year)</li> <li>• Have students inform us of ways to improve and expand our range of services.</li> </ul>	
	<b>Part 15 -</b>	<b>CPR SUMMARY</b>	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	<p><u>Rebuilding Continues</u>  The TC is now in a phase of stabilization and rebuilding. The day to day operations continue to become more consistent which helps to support consistent student service.  It is time to recommit in concrete ways to our original purpose of supporting first generation, low income, underrepresented, college students. We are reaching out to our programs on campus that focus on these students to see what services we can provide. We continue to rebuild our relationships with university representatives so that our students will have opportunities to schedule on campus appointments with them. Our workshop offerings are growing. We have at least one Counselor and one Advisor available to provide drop-in every hour we are open. Etc. We are now open during Summer Qtrs. It is an exciting time to be a part of the rebuilding of the DAC Transfer Center.</p>	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19)

Part 16	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
16a) Name of the Division and the names of the programs.	<p>Counseling and Student Success Division:</p> <ul style="list-style-type: none"> <li>- Counseling and Advising</li> <li>- Transfer Center</li> <li>- Articulation and Transfer Services</li> <li>- Guardian Scholars Program (GSP) Foster Youth</li> <li>- Undocumented Advisory Committee</li> </ul>	Write the name of the division and the names of the programs that are submitting CPRs
6b) Who wrote the Divisional Perspective?	Sheila White-Daniels, Ed.D., Dean	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	<p>The Counseling and Student Success Division is a student-focused division that provides academic, personal, and career services to over 26,000 students on an annual basis. The works of this division extends beyond counseling to work that supports student success through 3SP services to include, orientation, counseling, developing education plans, and follow-up. Articulation and Transfer Services (ATS), along with Transfer Center, is at the cornerstone of the success of these efforts.</p> <p>The Transfer Center includes dedicated counselors and academic advisors, access to extensive transfer college information, transfer requirements, and workshops to assist with applications to California State University (CSU), University of California (UC) campuses, and</p>	Please summarize all the CPRs 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.

		<p>independent/private colleges and out-of-state colleges, and much more. The expansion of staff and services in the Transfer Center is to bring this function in alignment with the goal to increase successful transfer of De Anza College students who have transfer as a goal. Collaboration between Articulation and Transfer Services and the Transfer Center, has been the catalyst, over the years, for De Anza College being noted statewide and nationally for the outstanding transfer rate.</p>	
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## Counseling Center Student Satisfaction Survey

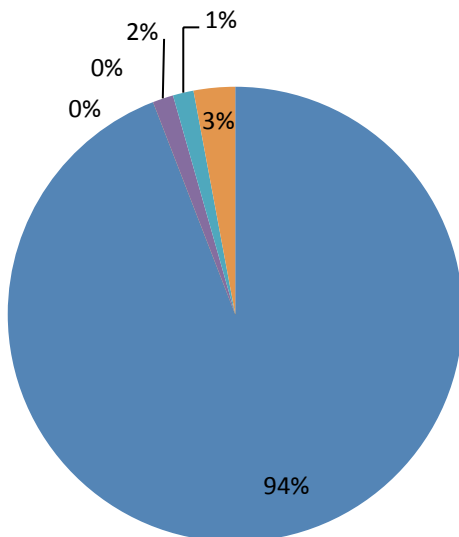
The Counseling and Advising Center (Transfer Center) administered in the winter quarter the student survey to gather information about their overall experience.

The survey focused on the need of the student pertaining to the Transfer Center. The total number of students served at the center through appointments and drop-ins, 227; the total number of students who completed the survey, 68; the comparison of students who completed the survey to the total number of students served in the Transfer Center, 30%.

### Student Responses

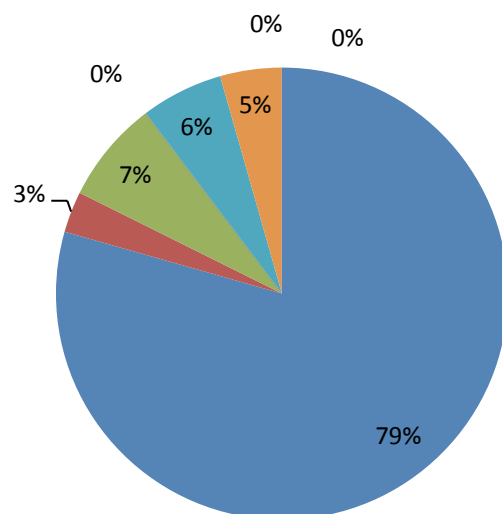
**Indicate the primary concerns  
you discussed with your  
counselor/advisor.**

- Academic Matters (Ex: Change of major, Advisement)
- Personal Matters(Ex: Stress, Family Conflict)
- Career Matters (Work hours, job opportunities)
- Other Please explain (Optional):
- No Response
- Two or more of these reasons



**Indicate who referred you to the  
Counseling Center.**

- Self
- Parent/Relative
- Friend
- Nurse
- Faculty/Staff/Professor
- Two or more of these reasons
- Other:
- Decline to State/Rather not say



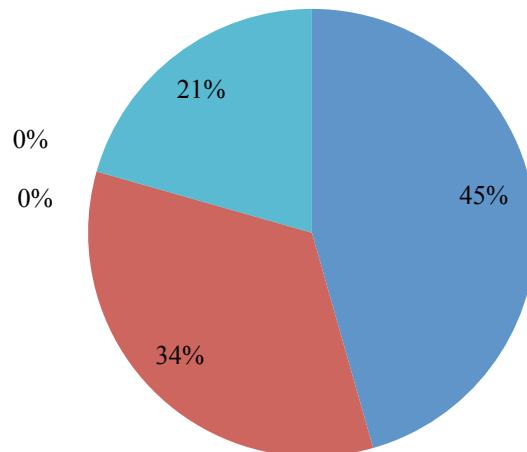
**Indicate the extent to which you agree with the following statements:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I was able to get an appointment within a reasonable amount of time.	61 90%	7 10%	0 0%	0 0%	0 0%
I felt comfortable in the waiting area.	53 78%	15 22%	0 0%	0 0%	0 0%
The front office staff was courteous and friendly.	57 84%	9 13%	2 3%	0 0%	0 0%
I was able to comfortably talk about my concerns with the counselor/advisor.	63 93%	5 7%	0 0%	0 0%	0 0%
I believe my counselor/advisor will keep my information confidential.	61 90%	7 10%	0 0%	0 0%	0 0%
I felt the counselor/advisor understood my concerns.	58 85%	10 15%	0 0%	0 0%	0 0%
The counselor/advisor offered information that was helpful.	58 85%	10 15%	0 0%	0 0%	0 0%
I felt comfortable using the services and would use them again if necessary.	61 90%	6 9%	0 0%	0 0%	1 1%
I would recommend the Counseling Center to a friend.	58 85%	8 12%	1 1%	0 0%	1 1%

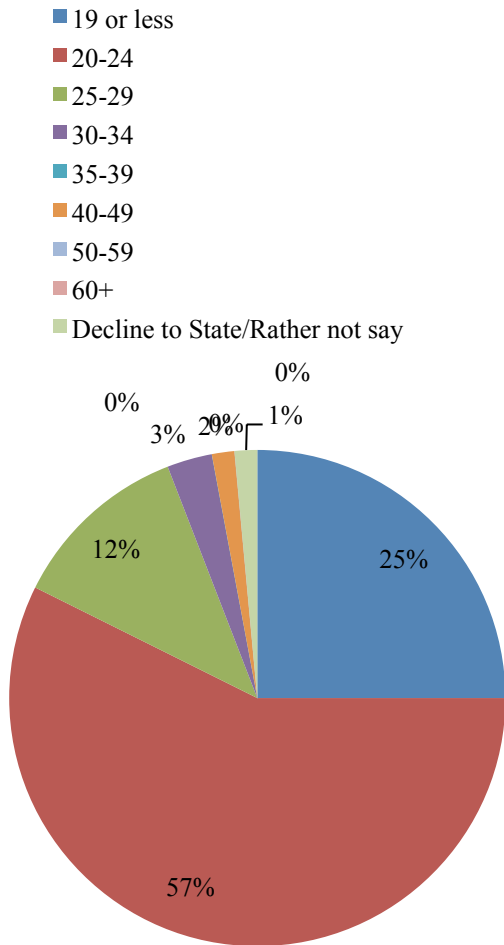
**Respondent Characteristics**

**Gender of Respondents**

■ Male ■ Female ■ Transgender ■ Gender Neutral ■ No Response



## Age of Respondents



## Ethnicity of Respondents

