PART I: MISSION

1. Describe the department/program function and purpose.

The primary mission of the Transfer Center is to prepare students to transfer to four year institutions. We provide encouragement, support and direction through the transfer process to every student seeking assistance of our resources to aid in their pursuit of higher education. We also seek out and educate those students who may not have seen transfer as an opportunity.

Our program supports this mission by providing, among others, the following services:

- Accurate and current information on transfer requirements
- Eureka transfer and career information
- Interpretation and counseling on articulation agreements
- Monthly calendar of visitation to campus of 4 year college representatives
- Annual College Transfer Fair
- UC and CSU TAG participation
- CSUDH Partnership Program
- Transfer Application Workshops
- Electronic SEP’s and counseling services
- IGETC Certification
- Regular campus tours to LMU and UCLA
- Advertisement of scholarship opportunities and transfer activities
- Graduation checks
- Assistance with personal essays for transfer applications
- Computer access to transfer information and activities
- Participation in a new “Rising Stars” program with the REEO Foundation
- Support of diverse population transfer goals by participation in the Black College Fair; African American Outreach Initiative; and connection of AB 540 student access to 4 year institutions

2. Previous goals and objectives.

List the department goals, objectives and activities for the last academic year. Discuss the attainment level of activity implementation and its relationship to meeting student or program need by ranking the activity implementation as needs met, needs unmet, or needs partially met. Briefly explain why an activity was unmet or only partially met.
**Goal:** Increase the number of students transferring to 4 year institutions by 10%

**Objective:** Establish a valid baseline of students entering and receiving services by the Transfer Center.

**Person Responsible:** Leige Doffoney, Director; Jose Luna, Matriculation SARS Technician.

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**
Review existing SARS intake process; revise options to include data comparable with Student Survey data. Revise last year’s data.

This activity was only partially met. The new director began in May, 2009. There was no system in place for students to document services received in the center that was active until March, 2009. As a result data is distorted and not accurate. Attainment of goal is now possible as equipment/software exist to collect data. However additional staff and training is necessary to capture all data or reorganization of the office to mandate collection of data.

**Student Learning Outcomes or Service Area Learning Outcomes:**
Students will have the following learning outcomes as a result of participating in activities linked to this objective:

- 80% of students will learn to accurately input data related to services received by the Transfer Center and be knowledgeable about types of services they are eligible to receive.

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**Goal:** To obtain an appropriate budget commensurate with supporting the activities of the Transfer Center.

**Objective:**
Currently the operational plan for the center consists of budget for (1) CGCA annually and (1) $100 membership fee. Salary for the director is assumed by off campus resource. Objective is to advocate for an appropriate budget.

**Person Responsible:** Leige Doffoney, Transfer Center Director

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**
- Continue to advocate for an appropriate budget to support center activities
- Research outside grant and community resources to support center activities
- Identify existing campus resources that can support the center

**Student Learning Outcomes or Service Area Learning Outcomes:**
Students will have the following learning outcomes as a result of participating in activities linked to this objective:
100% of students will receive increase in services to benefit from the Transfer Center with an increase of resources.
100% of students will have access to 4 year campus visits.
100% of students will have an opportunity to access supplies and resources necessary to seek high educational opportunities.
50% of students utilizing the center will receive marketing materials supporting their transfer goals.

**Goal:** Obtain 1 FTE Classified Staff Person to support the Honors Program; Career and Transfer Center that would be housed in the Transfer Center.

**Objective:** Support additional staff to address intake and organizational activities of the Transfer Center and enhance and support electronic access to center services.

**Person Responsible:** Leige Doffoney, Director

**Timeline:**
- Complete
- Incomplete
- On-going

**Activities for Attainment of Objective:**
- Identify process to obtain campus support for Classified Employee assistance in the campus priority planning.
- Apply for 1 Office Secretary for Transfer, Career and Honors Program support
- Begin research for Transfer E-Chat process

**Student Learning Outcomes or Service Area Learning Outcomes:** Students will have the following learning outcomes as a result of participating in activities linked to this objective:
- 80% of students will receive appropriate directions on the intake/data accumulation process for the Transfer Center
- 100% of students receiving services from the center will have access to knowledge about program activities
- 100% of students will have access to a Transfer E-Chat process.

**Goal:** Creation of a Transfer Center Advisory Committee

**Objective:** Maintain a regular process of communication with those interested in supporting the activities of the Transfer Center.

**Person Responsible:** Leige Doffoney, Transfer Center Director

**Timeline:**
- Complete
- Incomplete
- On-going
Activities for Attainment of Objective:
- Establish a list of potential members
- Contact and request membership for advisory board
- Accumulate materials to education board of student transfer services
- Develop a calendar of meetings at least once each semester to review activities and outcomes; also desired interventions by members.

Student Learning Outcomes or Service Area Learning Outcomes:
Students will have the following learning outcomes as a result of participating in activities linked to this objective:
- 100% of students will have access to information from advisory members that will enhance their transfer goals.

2.2 Discuss in detail the barriers to completing the above goals.

1. **BUDGET:** The center staff is aware of the state/national challenges. We continue to provide services despite such challenges to the best of our abilities and have successfully complete several goals listed in our mission and function by reaching out to outside resources and working collectively with other campus offices. It is essential however to continue to list our needs to secure a separate budget for the center for us to function more effectively. Current needs are for additional staff in the classified sector; support from the IT staff; a supply account to support office and marketing needs; and funds for bus transportation.

2. **STAFFING:** Current staffing includes the director and a College and Career Guidance Assistant part time. We also rely on limited hours for college work student. The director provides regular counseling appointments as well as drop in assistance at the adjacent Counseling Department. The drop in effort helps to recruit students to the center and supports counseling efforts. In turn counselors support help with transfer workshops and orientation to students about transfer and career services.

Most urgent is additional staff to keep the center open with staff available. Currently when the director attends meetings on or off campus there is a need to close the center and support staff is limited or non-existent. In addition is a need for IT staff to support technological glitches; support software installations and goals (e.g. Transfer e-chat).

3. Recent college and state developments.

3.1 List recent college and state developments which significantly impact the unit’s ability to provide services to students.

1. California’s negative budget impact has reduced center’s resources however the arrival new college president who has listed transfer services as a priority has provided hope and an attitude.
He has encouraged seeking for outside grant resources and provided an open ear to new ideas and activities. (i.e. the new REEO Rising Stars Program.)

Also what has been supportive, despite budget limitations, is the teamwork and collaborative efforts with the Career, Counseling, and Honors programs and departments

3.2 Describe the positive and negative impacts of these developments on the unit.

NEGATIVE:
Lack of appropriate staff and IT support for the center; lack of supplies; limited hours.

POSITIVE:
Opportunities for collaboration and effective utilization of available resources.

4. Describe the unit’s active participation in the college’s mission.

A portion of the college’s mission statement is as follows:

“The mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve, including:

Degree and Transfer Programs”

The Transfer Center directly addresses the college mission of meeting the transfer needs of students. We foster learning by providing those services and activities listed in the Transfer Center mission.

PART II: NEED

1. Describe Current and Needed Staffing

   1.1 List the number of full-time (filled & unfilled positions) and part-time faculty, full-time (filled and unfilled positions) and part-time classified staff, unclassified (student workers) and managers in the program/department.

   (1) Transfer Center Director/Counselor

   (1) CGCA Career Guidance Counseling Assistant – PT @ 25 hours/week

   ** Hourly College Work Study Students; currently 2 at 10 hours/week
1.2 Identify the ratio of students to faculty/staff.

The 2004-5 ratio of counselor/student was 1:1400. Since that time several positions have gone unfilled and the number of students at the campus has increased. I’ve estimated the ratio in the Transfer Center as 1:2200. Although the increase in numbers of students campus wide has increased the center is still in the developmental stages of marketing students into the center for services.

1.3 Faculty, staff and student survey results and their significance to the program.

Please note that past program reviews have been combined with the Counseling Department Program Review as the Department Chair of Counseling supported the management of the Transfer Center with 5% of her supervisory responsibilities. Other support was provided by part time counselors. This is the first year the Transfer Center has existed in the process separate from Counseling so survey questions were integrated in the Counseling component. In addition the full time Transfer Center Director began in May, 2009 which created an increase in service opportunities for students.

Three questions related directly to the Transfer Center in the LACCD Student Survey/LAHCC Supplemental Questions:
1. How often have you used the Career/Transfer Center?
2. Availability of the Career/Transfer Center
3. Satisfaction with the Career/Transfer Center

#1 48% of those surveyed used the Career/Transfer Center.
#2 59% found the Career/Transfer Center available.
#3 53% found satisfaction with the Career/Transfer Center

*** This represented a sample of 2,557 responses.

The survey results and significance are consistent with only part time services running the center. It is anticipated with a full time director and some supportive staff the outcome of positive responses will increase.

As a review of survey results in Spring 2010 the center was open one evening a week. Response was limited but significant and with additional staff this will be a goal of the Transfer Center.

1.4 Do you have any additional staffing needs? Please explain.

(1 FTE) Classified Secretary for Honors, Career, and Transfer Center

Increased hours equivalent to full time for the CGCA

% of time of the IT staff should be allocated to the center to support technological needs
2. Describe the impact of the program’s service offerings on other departments.

The Career/Transfer Center has a direct impact on the following departments:

*Counseling:* Transfer Staff provides counseling on a drop in and appointment basis that supports the needs of the Counseling Department.

*Honors Program:* Provides facility in center for honor students and provides them with transfer services.

*Academic/Instructional Programs:* Informs academic departments of programs/majors that are strong at 4 year schools and scholarship opportunities, as well as campus visits.

*Placement Center:* The center supports EUREKA software that provides college; occupational/salary information.

*EOPS:* Share resources and information to support transfer activities including field trips; workshops; scholarship information and SEP’s when necessary.

*ASO Associated Student Organization:* The director is advisor to the ASO and AB 540 Creando Un Nuevo Futuro campus club. She is also co-director of the African American Outreach Initiative. These efforts bring diversity into the center and increase these outreach efforts.

*International Student Office:* The new president is directing involvement of the center with the 2+2 international student efforts. The director is now on the International Student Advising Committee.

*Financial Aid Office:* The director is one of the primary counselors who foster students are referred to in developing their SEP’s by the FA Office. She is a part of the orientation workshop to foster students and assists in following up on their progress.

3. Course Outline and Syllabi (where applicable)

Review all course outlines and syllabi to ensure currency (no more than 1 year old) and relevance. Updated outlines must be approved by the campus Curriculum Committee.

Not applicable however we regularly refer students to the Personal Development Courses and often faculty teaching those courses bring their students to the Transfer Center as part of their curriculum.

4. Is the program information for the department consistent, current, accurate and accessible?

<table>
<thead>
<tr>
<th>DEC MIS</th>
<th>Consistent</th>
<th>Current</th>
<th>Accurate</th>
<th>Accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of Classes</td>
<td>Consistent</td>
<td>Current</td>
<td>Accurate</td>
<td>Accessible</td>
</tr>
</tbody>
</table>
PART III: QUALITY

1. Improvement of Student Learning Outcomes and Delivery of Student Services (address all applicable topics):

1.1 Departmental and individual activities toward improving services and contributing to professional community. (List participation in staff development, conference attendance/participation, and academic preparation/training during the past 5 years).

Department Head: Leige Doffoney, Transfer Center Director

Other Faculty/Staff Activities and Involvements:

1. Director selected to visit La Guardia CC in New York and Valencia College in Florida to observe the Achieving the Dream efforts and to bring outcome information to the district and campus. Presentation made at the Basic Skills Committee meeting.
3. WRCBAA (Western Regional Council on Black American Affairs); Involved students of color in programs that support educational enhancement.
4. Accompanied students to LMU and UCLA on several occasions for campus visits and returned with information for other counselors.
5. Attended Degree Works Workshop on campus
6. Attend regular Counseling Department meetings
7. Currently working on the Campus Accreditation Committee
8. Attended 4 year Counselor Conferences for staff development @ CSULA; CSUDH; UCLA; USC; LMU and Whittier colleges.

1.1.1. Describe how these activities have enriched and been implemented into the department’s services and have resulted in campus, district or state enrichment.

** Increased participation in the center with students of diverse backgrounds
** Increased knowledge of staff in new developments at four year colleges
** Informed/updated staff in grant efforts and opportunities

1.2. Students typically served by the department/program.

<table>
<thead>
<tr>
<th>Student Count: 2200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Element</td>
</tr>
<tr>
<td>SARS data (invalid currently)</td>
</tr>
<tr>
<td>Ethnic Breakdown (Not available)</td>
</tr>
</tbody>
</table>
1.2.1. Describe how the unit addresses the multicultural/diverse student body and disabled populations in the curriculum and/or services.

1. The director is the advisor for the AB 540 student club “Creando Un Nuevo Futuro” and is the co-director of the African American Outreach Initiative for the district. As a consequence we are involved in the Black College Fairs; market HBCU programs for our students; include our students in professional conferences and experiences; provide legislative activities, knowledge and experiences with the DREAM Act to encourage students to still reach for transfer services. Work closely with the DSPS/Special Services program and disseminate information received from that unit during Student Services manager’s meetings and Counseling Department meetings.

1.3. Describe active participation of flexible and alternative delivery systems (i.e., online applications/regulation, distance learning, web-based counseling):

**As Transfer Center Director I participate in web based counseling for students**
**The center has a Twitter and Email interaction with students from our webpage and we respond daily to questions.**
**We strongly support and provide workshops for students to apply online to 4 year colleges and universities.**
**We refer students to online Personal Development Courses.**

1.4. Describe any outside classroom learning experiences for students (field trips, field work, community service, etc.):

* Field Trips for students to 4 year colleges and universities
* We support graduate student internships from graduate programs in the area

1.5. List the results of the most current student satisfaction survey on your program:

Three questions related directly to the Transfer Center in the LACCD Student Survey/LAHC Supplemental Questions:

1. How often have you used the Career/Transfer Center?
2. Availability of the Career/Transfer Center
3. Satisfaction with the Career/Transfer Center

#1 48% of those surveyed used the Career/Transfer Center.
#2 59% found the Career/Transfer Center available.
#3 53% found satisfaction with the Career/Transfer Center

*** This represented a sample of 2,557 responses.
2. Supportive Working Environment

2.1. Describe the involvement/inclusion of part-time faculty in departmental and college activities:

Part time counselors assisted in the activities of the Transfer Center during the director’s illness absence.

Part time counselors assist in the workshop activities of the Rising Stars.

2.2. Describe the involvement/inclusion of departmental classified staff (if any) in departmental and college activities.

The Classified Staff in the Vice President’s Office and the Counseling Department support appointment processes in the Transfer Center; payroll processing; and sharing of supplies to support transfer efforts.

2.3. Describe intra- and inter-departmental activities and collaborations between faculty and staff:

*Attendance at Counseling Departmental meetings
*Collaboration with the Honors Program in providing information on transfer services
*Provide workshops and presentations at campus committee meetings and student workshops

2.4. Describe the methods used to promote respect for diversity and tolerance of differences among faculty, staff and students.

The director is the advisor for the AB 540 student club “Creando Un Nuevo Futuro” and is the co-director of the African American Outreach Initiative for the district. As a consequence we are involved in the Black College Fairs; market HBCU programs for our students; include our students in professional conferences and experiences; provide legislative activities, knowledge and experiences with the DREAM Act to encourage students to still reach for transfer services. She also supported the campus Black History Month Program and directed the District Black History Month Program.

2.5. Describe the department’s efforts to increase communication and collaboration between student services and instruction.

1. The campus engages in scheduled meetings now with Student Services and Academic Affairs. The focus is in as much conversations to more effectively schedule classes as to inform instruction of student services programs.
2. In addition regular emails go out regarding 4 year campus visitations to faculty so that they can encourage students as well as themselves to attend. Instructional faculty are encouraged to participate in the College Transfer Fair as alumni.

2.6. List the results of the current student survey regarding the department staff’s availability and helpfulness.

From a sample of 2557 responses:

<table>
<thead>
<tr>
<th>Availability</th>
<th>59% found the services available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpfulness</td>
<td>53% found the services helpful/satisfactory</td>
</tr>
</tbody>
</table>

3. Facilities Renewal

3.1. Adequacy and accessibility of departmental facilities with respect to size, layout and location.

The Transfer Center is strategically located between the Counseling and Admissions Offices on the first floor of the new Student Services building. The Counseling Department front desk area also exists as the Information Center. As a consequence the Transfer Center is visible and students are regularly encouraged to come into the center and use the computer for admissions and orientation services. At that time they are also oriented to the services of the Career/Transfer Center.

The size, layout and location are all adequate. The location is accessible to new and continuing students and also houses career and services for Honor’s students.

3.2. Current condition of departmental facilities.

The center is under 4 years old and the condition is good. However there is a need for continued maintenance services to keep the center adequate. State and local budgets prevent regular maintenance of the center however pride in the facility encourages regular staff to provide some maintenance as opportunity presents.

3.3. Identify any safety or hazardous conditions in your departmental facilities.

None apply.

3.4. Describe recent significant facility changes and their effect on departmental operations, if applicable.

Reduction in maintenance and IT services results in optimum conditions for services sometimes.
3.5. Identify proposed modifications to facilities (within the next 5 years) and rationale for those changes.

There has been some discussion regarding changing the campus footprint for Student Services. Any proposed modifications would be subject to input from the users group as it was for the existing student services offices and done in the framework of providing services for student accessibility and success.

3.6. List the results of the student survey on the condition of the facilities.

There were no direct questions to my knowledge related to the condition of the Transfer Center facility.

4. Technology

4.1. Departmental utilization of technology (i.e., computers, equipment, etc.) in the delivery of instruction, in or outside of the classroom, and/or services in the department.

4.1.1. Types of technology used and where (i.e., labs, classroom, and offices).

The layout of the Career/Transfer Center supports a lab within the center itself. There are four computers available to students for regular career and transfer services. There is a separate office for the director for private counseling services. There is also a separate room for the Honors program.

4.1.2. Numbers of faculty, staff, and student users.

(1) Transfer Center Director/Counselor

(1) CGCA Career Guidance Counseling Assistant – PT @ 25 hours/week

** Hourly College Work Study Students; currently 2 at 10 hours/week

There are approximately 2200 student users who use the services at multiple times during the semester.

4.1.3. Provision of staff training in technology applications.

Most training provided in the Transfer Center on an as needed basis.
4.1.4. Appropriateness of technology to departmental mission/function.

The technology is appropriate and additional technology is needed to address the departmental mission and function.

The most immediate need is to establish a Transfer e-chat process for students as 4 year representations are indicating less budget and inability to visit campuses. In addition there is a need for maintenance of technology to establish data documentation for the center to advocate for grants; address program and accreditation requests.

4.1.5. Accessibility of computer workstations, hardware and software for individuals with disabilities.

A recent request was made to provide a scanner to make computer screen print larger for visually impaired students. Computers are located to accommodate physically disabled students.

There is a need to provide budget to pay the annual license fee for the Eureka workstations for all students.

4.2. Describe proposed technology-based instructional and services delivery in your department/program, both hardware and software.

*Transfer e-Chat Program
*SARS software that adequately identifies services dispersed in the Career/Transfer center.

4.2.1. Identify required employee training to meet these plans.

None proposed at this time.

4.2.2. Describe the campus upgrades required to achieve these plans.

*Additional IT, classified and maintenance staff support.

4.3. List the results of the student survey on the quality and condition of department technology (if students use department technology).

There were no questions in the student survey to address the quality and condition of department technology.
5. Equipment & Supplies

5.1. Current condition of the department’s major equipment inventory.

<table>
<thead>
<tr>
<th>Item</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Good Condition</td>
</tr>
<tr>
<td>Printer</td>
<td>Poor Condition and needs to be replaced. Recycled to Transfer Center and essential services provided.</td>
</tr>
</tbody>
</table>

5.2. Need and rationale for any major new equipment (a cost must be included):

New copier $15,000 (Will consider a lease option which would be more cost effective)

5.3. Need and rationale for any new supplies (a cost must be included):

Supplies and Marketing: $10,000 (No budget exists at this time and supplies are provided via the Vice President and Counseling Department when available.

Supplies include: paper, pencils, folders, brochures, printer cartridges, pens, white out, etc.. general office supplies.

5.4. List the results of the student survey on the department equipment (if students use department equipment)

There were no questions in the student survey to address the quality and condition of department equipment.

5.5. Describe any equipment/supply deficits (financial, A & I, etc.) hindering the functioning of the department.

<table>
<thead>
<tr>
<th>Deficit</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Supply budget deficit</td>
<td>Currently no supply budget</td>
</tr>
<tr>
<td>Equipment deficit</td>
<td>Need for new copier. When not operational limited service to students</td>
</tr>
</tbody>
</table>
6. External Funding Sources

6.1. List and describe any state/federal grants received (i.e., TRIO, VTEA, Block Grant, PFE)

None at this time.

6.1.1. Describe the amount awarded and items purchased.

Not applicable

6.2. List and describe any private-sector grants and donations received (i.e., Advisory Board members):

Donation of bus transportation by County Supervisors office for 4 year college visits.

6.2.1. Describe the amount awarded and items purchased.

(3) Bus transportation donations valued at $3,000.

7. Community Interaction

7.1. List any current or proposed community outreach programs.

*CSUDH Partnership Program currently developed and operational
*REEO Foundation: Rising Stars Program (Current)
*County Supervisors Office
*AAO1 African American Outreach Initiative
*San Pedro Rotary

7.1.1. Describe these programs.

1. CSUDH: Formal and contractual program of transfer and mutual support services for LAHC students to transfer to CSUDH.
2. **REEO**: Resources for Employment and Educational Organization: Provides monthly workshops for honor students to enhance employment and transfer outcomes. Also provides electronic information sources; professional clothing; awards programs, etc.

3. **County Supervisors Office**: Supervisor Don Knabe continues to provide donation of bus transportation for our students to visit four year universities.

4. **AAOI**: Provides electronic and scholarship information to those students interested in historically black colleges.

5. **San Pedro Rotary**: Provided scholarships for books for AB 540 students.

7.2. List any current or proposed industry and school partnerships.

* USC  
* CSULB  
* CSUDH  
* CSULA  
* UC Berkeley  
* UCLA  
* UC San Diego  
* UC Irvine  
* LMU Loyola University  
* Whittier College  
* Hope University  
* University of Redlands

7.2.1. Describe these partnerships.

These are active partnerships providing transfer services to LAHC students. We also provide orientation services to local high schools Banning primarily and the campus Middle College High School.

Services include mutual workshops; college visitations; 4 year representative visits to LAHC on a regular basis; attendance at Transfer Fair.

**PART IV: FEASIBILITY**

1. **Current Department Budget (2004-2005)**

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<td>6000</td>
<td></td>
<td>$90.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</table>
2. Proposed Department Budget for the next fiscal Year  
(budget should remain stable with little increase)

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<tr>
<td>6000</td>
<td>90.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$15,090</strong></td>
</tr>
</tbody>
</table>

3. Rationale and justification for any augmentations, including staffing increases.

The college has an expectation of providing priority transfer services and has listed such in the college mission statement. However fiscal support has been limited due to local, state and national budget deficits. There is currently no budget on campus for the director; a supply or equipment budget. In addition no bus transportation budget for campus visitations.

Staffing increases are necessary to provide better accessibility and dissemination of information to students to support student success. Additional staffing is also necessary to support the investment into a new facility and technology in the center. IT and classified new staff is essential. Additional staff will also increase hours of operation for the student.

New equipment in the form of a new copier for all students and scanning software for visually impaired disabled students is essential.

PART V: COMPLIANCE

1. List any current program-specific compliance requirements (if any), with state and/or national agencies, and any other outside agencies.

Title V regulations indicate that all Transfer Centers should have a 1 FTE Classified Employee assigned to the program, however due to budget deficits, the California Community Chancellors Office is waiving this regulation.

2. Describe the unit’s method or plans of complying with state and federal mandates and Title V regulations.

None exist at this time.
PART VI: FIVE-YEAR PLAN

List measurable departmental goals and objectives for the next 5 years (based on the College’s mission statement and strategic plan), and the unit’s plan for completing these goals and objectives. Include proposed timelines, budget, if needed, and persons responsible.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Secure funding for a (1 FTE) full time Transfer Center Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Submit faculty hiring paperwork for fulltime counselor/director for Spring/Fall 2013</td>
</tr>
<tr>
<td><strong>Budget:</strong></td>
<td>$ 130,000</td>
</tr>
<tr>
<td><strong>Person Responsible:</strong></td>
<td>Leige Doffoney</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>Needed for Spring 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Secure adequate funding for the Transfer Center</th>
</tr>
</thead>
</table>
| **Objective** | *Identify process for securing appropriate funding*  
*Research outside funding sources*  
*Implement appropriate funding for transfer services to students* |
| **Budget:** | $175,000 |
| **Person Responsible:** | Leige Doffoney |
| **Timeline:** | 2012 for discretionary costs  
2013 for Director Salary  
2012 for classified, IT and student staff |

<table>
<thead>
<tr>
<th>Goal</th>
<th>Incremental increases in number of students served by Transfer Center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>10% each year</td>
</tr>
<tr>
<td><strong>Budget:</strong></td>
<td>Within requested budget</td>
</tr>
<tr>
<td><strong>Person Responsible:</strong></td>
<td>Leige Doffoney</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>2011-2016</td>
</tr>
</tbody>
</table>

<p>| Goal | | |</p>
<table>
<thead>
<tr>
<th>DEPARTMENT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attach additional signature sheets, if necessary</td>
</tr>
</tbody>
</table>

| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Faculty Signature: ____________________________________ Date: _________________ |
| Department Head Signature: ____________________________ Date: _________________ |
| Supervising Administrator: ____________________________ Date: _________________ |
| Academic Senate President Signature: ______________________ Date: _________________ |

Submit this form to the Program Review Committee for review.

The Program Review Committee accepts this report:

- [ ] As Submitted
- [ ] With Recommendations:

<table>
<thead>
<tr>
<th>Program Review Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Signature: ____________________ Date: _________________</td>
</tr>
<tr>
<td>VP Student Services Signature: ____________________ Date: _________________</td>
</tr>
<tr>
<td>CPC co-Chair Signature: ____________________ Date: _________________</td>
</tr>
<tr>
<td>CPC co-Chair Signature: ____________________ Date: _________________</td>
</tr>
<tr>
<td>President’s Signature: ____________________ Date: _________________</td>
</tr>
</tbody>
</table>