<table>
<thead>
<tr>
<th>Appointment Status</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments - Attended</td>
<td>2,858</td>
<td>0</td>
</tr>
<tr>
<td>Drop-ins</td>
<td>13,630</td>
<td></td>
</tr>
<tr>
<td>Appointments - Unmarked</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointments - Not Attended</td>
<td>793</td>
<td>0</td>
</tr>
<tr>
<td>Appointments - Cancelled</td>
<td>322</td>
<td>0</td>
</tr>
<tr>
<td>Appointment Slots Unfilled</td>
<td>458</td>
<td></td>
</tr>
</tbody>
</table>
## Drop-in Report - All Students

**From 7/1/2009 to 6/30/2010**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Counselor</th>
<th>Date</th>
<th>Arrived</th>
<th>Serviced</th>
<th>Waiting</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAMONDE BELL</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>4:11 PM</td>
<td>4:26 PM</td>
<td>15 Mins</td>
<td></td>
</tr>
<tr>
<td>DELANO WOODBURY-HALL</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>4:20 PM</td>
<td>4:33 PM</td>
<td>13 Mins</td>
<td></td>
</tr>
<tr>
<td>MUSA, RAHAB</td>
<td>NO RESPONSE</td>
<td>06/30/2010</td>
<td>4:29 PM</td>
<td>4:48 PM</td>
<td>19 Mins</td>
<td>Entered via SARS-TRAK</td>
</tr>
<tr>
<td>ALEJANDRO RODRIGUEZ</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>4:52 PM</td>
<td>4:54 PM</td>
<td>2 Mins</td>
<td>Entered via SARS-TRAK</td>
</tr>
<tr>
<td>COSME, JENICE</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>4:55 PM</td>
<td>4:59 PM</td>
<td>4 Mins</td>
<td>Entered via SARS-TRAK</td>
</tr>
<tr>
<td>TRACY L. BAGGETT</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>4:57 PM</td>
<td>5:02 PM</td>
<td>5 Mins</td>
<td></td>
</tr>
<tr>
<td>NON STUDENT 1, TEST</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>5:36 PM</td>
<td>5:42 PM</td>
<td>6 Mins</td>
<td>MICHAEL CRECEDES</td>
</tr>
<tr>
<td>MARLENE MCCRATH</td>
<td>PAUL ZOLNER</td>
<td>06/30/2010</td>
<td>5:41 PM</td>
<td>5:47 PM</td>
<td>6 Mins</td>
<td></td>
</tr>
</tbody>
</table>

Drop-ins Seen: 13530  Drop-ins Not Seen: 9  Average Wait Time: 9 Mins
## Appointment Attendance Summary Report

7/1/2009 - 6/30/2010  
Counselor: ALL  
Schedule Code: ALL

<table>
<thead>
<tr>
<th>Appointment Status</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments - Attended</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Drop-ins</td>
<td>1,992</td>
<td></td>
</tr>
<tr>
<td>Appointments - Unmarked</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointments - Not Attended</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointments - Cancelled</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointment Slots Unfilled</td>
<td>3,898</td>
<td></td>
</tr>
</tbody>
</table>
West Los Angeles College  2009-2010 Transfer Center Annual Report

I. Which of the following characterizes the current status of your transfer center?
   ( )Fully funded, staffed and supported
   ( )Would benefit from additional resources
   ( )Needs specific resources
   ( )Significant resources and improvement are needed
   ( )Fundamental infrastructure and resources are needed
   Comments: (Limited to 100 characters)

II. Title V requires that your Transfer Plan include the following five components. From your 2009-2010 Transfer Center Plan, please list one goal for each of the required components and describe the outcome. (Limited to 275 characters)

<table>
<thead>
<tr>
<th>1. Required Services</th>
<th>Goal: To increase student awareness and utilization of the Transfer Center to increase number students prepared for transfer.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcome: Utilization of Transfer Center has increased. The transfer bound student is better prepared.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Facilities</th>
<th>Goal: Move into the new Student Services Building.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcome: The scheduled move to the new Student Services Bldg. has been delayed. Move should take place by Spring 2011.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Staffing</th>
<th>Goal: To allow more time dedicated to the Transfer Center by the Transfer Center Director/Counselor. To employ student workers to assist the growing number of students utilization of the Transfer Center process.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcome: Budget cuts and retirement have not allowed an increase in the release time of the Transfer Center Director. The Transfer Center employed 1 student worker during the Fall 2009 and 3 student workers during the Spring 2010.</td>
</tr>
</tbody>
</table>
4. Advisory Committee

**Goal:** Serve on the LACCD District Transfer Committee.

**Outcome:** It has been a duty of the Transfer Center Director to continuously serve on the District Transfer Committee.

5. Evaluation and Reporting

**Goal:** To utilize the SARS reporting system to gather student contact numbers.

**Outcome:** Maintained Student contact information to aid Dean of Research in reporting of transfer related data.

III.

1. Our Transfer Center is...
   a. (X) Dedicated (stand-alone)
   b. ( ) Co-located (shared) with: *(Check all that apply)*
      - [ ] General Counseling
      - [ ] Career Center
      - [ ] Admissions
      - [ ] Other

2. Schedule
   a. ( ) 10 months/yr. ( ) 11 months/yr. (X) 12 months/yr.
   b. Do you have evening hours? (X) Yes ( ) No
   c. Do you have weekend hours? ( ) Yes (X) No

3. How many computers are available in the transfer center for student to access transfer information?
   ( ) 0 ( ) 1-3 ( ) 4-6 ( ) 7-10 ( ) more than 10

IV. STUDENT TRANSFER SERVICES

1. Approximately how many student contacts were made by your Transfer Center this year (such as counseling appointments in the transfer center, classroom visits, university representative contacts, workshops, etc.)?
   4,574.00

2. Are you able to determine an unduplicated count of students served? ( ) Yes ( ) No

3. We do Transfer Admission Agreements (TAA) or Transfer Admission Guarantees (TAG) with
   ( ) 0-3 ( ) 4-6 ( ) 7-10 ( ) 11 or more CSU campuses.

4. We do Transfer Admission Agreements (TAA) or Transfer Admission Guarantees (TAG) with
   ( ) 0-3 ( ) 4-6 ( ) 7-9 UC campuses.
5. We do Transfer Admission Agreements (TAA) or Transfer Admission Guarantees (TAG) with (X)0-3 ( )4-6 ( )7-10 ( )11 or more independent colleges.
6. During 2010-2011, how many of your students signed a TAA or TAG with CSU? **0.00**
7. During 2010-2011, how many of your students signed a TAA or TAG with a UC? **0.00**
8. During 2010-2011, how many of your students signed a TAA or TAG with a independent college? **3.00**
9. How many students participated in trips to:
   - CSUs **0.00**
   - UCs **0.00**
   - Independents **52.00**
   - Out of State **0.00**

V. ADMINISTRATION

1. What percent of the Transfer Director's contract is spent coordinating the Transfer Center function? **0.40** FTE.
2. a. The Transfer Center Director is: ( )Classified ( )Management (X)Faculty (if so, list discipline) Counselor
   b. How many years has the Transfer Center Director served in this capacity?
      (X)Less than 1 ( )1-2 ( )3-4 ( )more than four
3. a. The Transfer Center Director's schedule is: ( )10 months/yr. ( )11 months/yr. (X)12 months/yr.
   b. What is the combined full time equivalency for all transfer support staff (excluding the transfer center director)? **1.00** FTE.
4. The Transfer Center Director reports directly to:
   - ( )Chief Student Service Officer ( )Chief Instructional Officer (X)Dean of Counseling ( )Other
5. Is the Transfer Center Director directly involved in campus collaboration regarding PFE goals, plans and funding decisions? (X)Yes ( )No ( )Indirectly involved
6. Transfer Center Director's Name **Andrea M. Frederic**
   Phone Number **310 - 287 - 4260** ext.
   Fax Number **310 - 287 - 4443**
   Email **frederam@wlac.edu**

VI. CAPACITY

Among the following resources, rank order your top tow priorities for achieving your institutional transfer goals (mark "1" for
your first priority and "2" for your second priority).

A. Resources (Rank Order First Two Only)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Rank 1</th>
<th>Rank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Personnel</td>
<td>(X)</td>
<td>( )</td>
</tr>
<tr>
<td>Equipment</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Operating Expenses (e.g. supplies, printing, travel, ... etc.)</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Data Gathering Capabilities</td>
<td>( )</td>
<td>(X)</td>
</tr>
</tbody>
</table>

B. The following chart identifies the barriers most frequently cited in the previous Transfer Center Annual Report. In your opinion, please indicate any change over the past year for each specific barrier listed below:

<table>
<thead>
<tr>
<th>Student Related</th>
<th>Greatly Improved</th>
<th>Somewhat Improved</th>
<th>Same</th>
<th>Somewhat worse</th>
<th>Significantly worse</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic skills and/or preparation</td>
<td>(X)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Transportation, housing, child care, family support</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of understanding</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Changing goals or majors indecision</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Missed deadlines, appointments, not seeking assistance</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Insufficient course offerings (variety)</td>
<td>( )</td>
<td>(X)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Insufficient course sections</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of faculty involvement and/or need for training</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Transfer Center Operations</td>
<td>Greatly Improved</td>
<td>Somewhat Improved</td>
<td>Same</td>
<td>Somewhat worse</td>
<td>Significantly worse</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Lack of adequate staffing</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>(X)</td>
<td>( )</td>
</tr>
<tr>
<td>Information (availability/accuracy of requirements, dissemination)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Inadequate budget</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Inadequate facilities/equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Four-year Institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission process or policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient representative visits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission limits (capacity) or schedule (no winter/spring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Articulation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of general articulation (volume)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of major preparation articulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access (not enough available appointments/inadequate staffing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data/Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of student tracking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript information (unavailable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration with institutional research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not high institutional priority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Does the list above (both specific barrier and general category) continue to generally reflect the most significant barriers to transfer? (X)Yes ( )No
The delay in the move to the new Student Services Bldg. has made an impact on the Transfer Center function. The Transfer Center needs a technology facelift. I believe that we will start to see an elevation of services once the move has

Title 5 Minimum Standards Compliance Checklist 2009-2010

This chart identifies all of the minimum standards for Transfer Centers as contained in California Code of Regulations, Part VI, Title 5, Section 51027. Please note the current status of your effort to implement your Transfer Center in relation to these standards.

Instructions: Please select the appropriate button. Where "partially achieved" or "not achieved" button is selected, you MUST include an action plan with time frame to facilitate full achievement.

<table>
<thead>
<tr>
<th>Board Recognition, Priorities, Direction, Adoption</th>
<th>Achieved</th>
<th>Partially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Transfer recognized by Board of Trustees as one of the district's primary missions.</td>
<td>( ) ( ) ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plans to Facilitate Achievement</strong> <em>(Limited to 275 Characters)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Development of Transfer Plan and adoption of such plan by the Board of Trustees.</td>
<td>( ) ( ) ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plans to Facilitate Achievement</strong> <em>(Limited to 275 Characters)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Required services as provided by colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Partially Achieved</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(a) Identify, contact and provide transfer support services to students.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

( ) ( ) ( )

(b) Ensure provision of academic planning for transfer, the development and use of TAA's, course-to-course articulation and major articulation agreements.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

( ) ( ) ( )

(c) Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

( ) ( ) ( )

(d) Monitor the progress of transfer students to the point of transfer

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

( ) ( ) ( )

(e) Support the progress of transfer students through referral, as necessary, to instructional and student support services.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

( ) ( ) ( )
**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

(f) Assist students in the transition process, including timely completion and submittal of necessary forms and applications.  

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Partially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

(g) In cooperation with baccalaureate institution personnel, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.  

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Partially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

(h) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, application to baccalaureate institutions, and related transfer information.  

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Partially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) **Facilities**

Space and facilities adequate to support the transfer center and its activities. This location  

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Partially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
should be readily identifiable and accessible to students, faculty and staff.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

### (3) Staffing

Clerical support shall be provided for the transfer center and college staff shall be assigned to coordinate the activities of the transfer center, and to serve as a liaison to articulation, student services, instructional programs and personnel from baccalaureate institutions.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

### (4) Advisory Committee

An Advisory Committee shall be designated to plan the development, implementation and ongoing operations of the transfer center(s). Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

### (5) Evaluation and Reporting

The transfer plan shall include a plan of institutional research for ongoing internal evaluation of the effectiveness of transfer efforts and achievement of Transfer Center Plan.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*
An Annual report shall be submitted to California Community Colleges Chancellor's Office describing the status of the district's efforts to implement its transfer centers, achievement of Transfer Plan goals, and expenditures supporting transfer center operations.

**Action Plans to Facilitate Achievement** *(Limited to 275 Characters)*

### 2009-2010 Expenditures

<table>
<thead>
<tr>
<th>Object</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000 Academic Salaries</strong></td>
<td></td>
</tr>
<tr>
<td><em>Example: Transfer Center Director .5x $50,000 =</em> ($25,000)</td>
<td></td>
</tr>
<tr>
<td>Transfer Center Director / counselor</td>
<td>$38,390.00</td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>2000 Classified Employees</strong></td>
<td></td>
</tr>
<tr>
<td><em>Example: Clerical(hourly) $12/hour x 200 hrs. =</em> ($2,400)</td>
<td></td>
</tr>
<tr>
<td>Student Services Asst.</td>
<td>$45,447.00</td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>3000 Employees Benefits</strong></td>
<td></td>
</tr>
<tr>
<td>Total of all employee benefits</td>
<td>$22,979.00</td>
</tr>
<tr>
<td><strong>4000 Supplies and Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>General Fund</td>
<td>$107,016.00</td>
</tr>
<tr>
<td>PFE</td>
<td>$0.00</td>
</tr>
<tr>
<td>Matriculation</td>
<td>$0.00</td>
</tr>
<tr>
<td>Grants or Contracts</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$107,016.00</strong></td>
</tr>
</tbody>
</table>

*Note: The grand totals by object and by source must be the same*