

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: TRANSFER SERVICES
Program Contact: Mike Mitchell

Academic Year: 2011-2012
Program Review Submission Date: 3/22/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

Transfer Services provides a full range of educational services for students seeking to transfer to a four-year university. Located in the College Center as part of Counseling Services, CSM works closely with academic counselors and advisors, faculty and instructional departments and divisions, international students, EOPS, DSP&S, Office of Student Life & Development, Campus Clubs, Student Senate, High School groups and four-year university advisors and admissions staff all in an effort to assist students in planning their college courses and academic goals. CSM Transfer Services schedules individual student appointments with university personnel to review over a student's educational plan (SEP). Representatives from UC, CSU & Private colleges as well as CSM Transfer Staff (Mike Mitchell) present special workshops on topics like "Transfer Admission Guarantee Criteria," "UC/CSU Admissions Applications," "Private University Common Applications," "Criteria for the UC Application Personal Statement," "Majors & Disciplines," "Transfer Procedures" and "Transfer Scholarships" to name a few. Other events and activities include: University Campus Tours to schools like UC Berkeley, UC Davis & Stanford, Career/Academic Corporate Panel, Transfer Day, Private/Independent University College Fair, Transfer Club Scholarship Fundraiser and our on-going Transfer Club which is part of the ASCSM Student Clubs that meets weekly throughout the academic year to provide information and support to students interested in transferring.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement. The SLO for the 2011-2012 cycle was to provide students the opportunity to visit four-year universities which in this past year were: UC Berkeley, UC Davis and Stanford and to be able to demonstrate what they have learned about what the universities offer to prospective transfer students in areas like admissions criteria, student support services and feedback from former community college students who have already transferred. The assessment strategies for each of these campus tours consisted of responding to a questionnaire about each of the services, workshops, activities and university personnel they encountered on the individual tours and information sessions and what they learned as it relates to their own transfer needs and academic goals. The student feedback reporting of the survey was both a multiple choice option as well as a comment section for anecdotal evidence. The questions varied based on the topics of each individual university campus tour (two UCs and one Private University) as well as the program agenda for that particular university. However, all feedback directed the student as to how that particular university addressed her/his specific academic transfer goals.

There were about 150 students who visited all three campuses this past academic year. All students surveyed reported either "Excellent" (70% approx.) or "Good" (30% approx.) as to their feedback. Based on the assessment survey results along with the anecdotal evidence, students clearly received the information and feedback as it related to their individual, specific academic needs and goals to assist them in making an informed transfer institution decision.

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[Click here to enter SLO assessment narrative](#)

B. Student Support Indicators

Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

Transfer Services served just over 7,000 students this past year in a variety of areas both on and off campus. The following is a statistical breakdown of the number of services performed as well as the number of students served:

Student Contacts: 1,130
Incoming Phone Calls (Students, College Reps and Community): 303
Student E-mail correspondence: 245
Presentations: Classrooms, Clubs, Departments: 1,185
College/University Representative (Appointments/Drop-ins): 618
Group Orientations/Special Events: 1,223
EOPS College Readiness: 20
International Student Orientations: 36
Student Connections (Basic Skills): 200
Student Success Workshop (AGS): 50
Commit To Completion (Phi Beta Kappa): 50
AGS Student Club: 50
Student Senate: 30
Psychology Club: 20
Middle College: 20
Aragon High School Transfer Presentation: 100
Serra High School Fair: 300
Hillsdale High School Fair: 300
Career/Academic Corporate Panel: 47
SFSU Nursing Application Workshops: 22
UC Davis Disciplines & Majors Workshop: 25
UC/CSU Application & Personal Statement Workshops: 352
UC Guaranteed Transfer Contract Workshops: 194
Guaranteed Transfer Contracts submitted: 182
Private University Common Application Workshops: 19
Private University College Fair: 150
Stanford University Medical Center Tour/Admissions Session: 15
University of California Davis Tour/Admissions Session: 23
Transfer Day: 700

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1. Discuss any differences in student program usage across modes of service delivery.

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Students now access most of Transfer Services information through a variety of avenues: Transfer Website, CSM Event Calendar, Transfer eNews (electronic newsletter), Electronic publicity boards both in College Center and on Hillsdale Blvd, printed event/activities/workshop calendar available in Counseling Support Center, in-person classroom orientations serving a variety of disciplines supplemented with information packets for students and in some cases on-line presentations, Transfer Workshops furnishing CSU, UC and Private University information in the form of on-line applications, personal statements, essays, Scholarship/Financial aid and Transfer Admission Guarantees. Also visiting university campuses to get admissions information, student services information, meeting faculty and administrators, visiting classrooms and meeting former community college students who have transferred on to four-year universities to give students first hand a live experience of real campus life.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Given the time and limited personnel, Transfer Services delivers its services as broadly and efficiently using many streams and forms of communication across campus with the most efficient being group workshops, classroom presentations and one-on-one appointments. When students are unable to make selected workshops, presentations and/or appointments, Transfer Services will provide one-on-one drop-in services to help accommodate students' flexible schedules. Most questions and concerns from students are generally answered in those "drop-in" office visits especially during "peak" transfer seasons. Many students, as well as interested members of the community also utilize our on-line e-mail: csmtransfer@smccd.edu for general, transfer information. Because of student privacy concerns, if questions are too detailed or students need additional, specific assistance, we encourage students to come in person to set-up an academic appointment with a counselor.

D. Course Outline Updates(if applicable)N/A

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
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E. Website Review

Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Mike Mitchell & Val Tyler	Website is continually being updated

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	with current activities, events and workshops throughout the year with major updates to the “Guaranteed Transfer Contract” link done annually between May – July.
	Tab to add rows

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)- N/A

Explain any recent or projected modifications to the course SLO assessment process or schedule.
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B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.
In the future when assessing this particular SLO, it is beneficial to ask students what they expect from a Campus Tour & Information session prior to actually visiting the university campus and once on campus to respond to the different activities in not only ways it affected the students experience, but whether or not it was what they initially expected from said activity. Then at the end of tour/admissions information sessions assess what students wish they had known prior to going on the tour compared to what they actually learned from the event as well as the workshops and activities that were involved.

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Since “transferring to a 4-year university” is one of the main goals of the institution – both CSM and District wide, this particular SLO of visiting four-year universities and speaking with key administrators, faculty and students at those universities ideally supports the Institutional/GE SLOs in a way that gives both the CSM students and CSM staff an actual hands-on experience of the physical steps students take within the transfer process from a community college to a four year university.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Transfer Services continues to see a rapid increase of students interested in transferring to four-year universities. In addition to the current CSM student population enrolling directly from high school as well as students who have been in the workforce returning to school to further their education, more students

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who have started at a four-year university are returning to CSM to either change their major, realized that they were not initially ready to attend a four-year institution directly out of high school or, in some cases have been placed on academic probation from their schools and/or have been dismissed and our now "starting over" at CSM. Also, high school parents have been contacting this office to already start inquiring about information for their children relative to the transfer process. Even High School counselors have been inviting me to their respective campuses to give transfer information to those students wanting to come to CSM or still deciding if the community college path is right for them. Also, among the many obstacles with budget cuts, higher GPA admittance and the overall competitiveness of more students trying to apply to four-year universities directly out of high school, many otherwise qualified students who would have been able to enroll in four-year universities directly out of High School just a few short years ago, are now opting – either by choice or necessity- to begin their academic studies at College of San Mateo.

In an effort to try and address these students' concerns and individual issues that will lead them to the most direct transfer path, Transfer Services is always striving to inform students, faculty, staff, counselors and advisors with the most up-to-date information at the time of their transfer planning and ultimately applying to their respective universities from CSM. We try to accomplish this goal in a variety of ways. First, we inform counselors and advisors and specific departments through constant e-mails of all the transfer updates sent from the UC, CSU and Private University systems as well as several out-of-state institutions. Second, we inform students electronically through our Transfer eNewsletter about such things as university deadlines, transfer activities, workshops and events as well as when university representatives will be on campus to offer advising related to their major and transfer destination. *However, due to travel expenses, staff issues and budget cuts at the UC, CSU and Private University levels, several four-year campuses have drastically reduced their campus visits or cut them out altogether.* Through discussion via CSM's Transfer Advisory Board, several university reps have offered phone/e-mail/webinar counseling to those students wishing to avail those services. However, depending on both students' and university reps' schedules that option has only addressed a small portion of students' needs. This means that getting current/updated information electronically and in print to both our students and staff is of vital importance. Transfer Services is also continually working with the Department of Community Relations & Marketing to further broaden efforts to the greater CSM community via Facebook, Twitter, all campus e-mails, electronic signboards, student e-mails, college websites, high schools, adult schools and community organizations to accurately inform the greater CSM community regarding Transfer Services.

In addition to the above methods of communication, Transfer Services has gone out to local high schools and conducted transfer workshops, attended college fair nights and reached out to the community at large participating in events like the annual San Mateo County Fair which is coordinated in conjunction with the Department of Community Relations and Marketing.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

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C Hiring of Full-Time Transfer Counselor/Faculty Advisor: Repeated requests for staffing of this position has been denied; however, Transfer Services will continue to pursue/request for the position as it relates specifically to the transfer needs and goals of the student. This past year Counseling Services was able to secure Kathy Sammut from Canada who has provided some staffing on events like Transfer Day, Private University Fair as well as partaking in UC/CSU and Private University Application workshops. Although this has provided more transfer counseling support for our students, Kathy is also involved with regular Academic Counseling which entails Financial Aid, Re-instatement and AA Degree students to name a few - as well as being involved on several CSM committees. Her time is split to the increased number of counselees who require these services as well as the committees she is involved in. Her presence has only magnified even greater the need for a full-time Transfer Counselor. Statistical evidence as well as faculty, staff and student response and overall anecdotal evidence clearly identifies the need of at least one full-time Transfer Counselor/Advisor to help students facilitate their transfer process.

Collaborating with Public Relations & Marketing in advertising Transfer Services: Progress has been greatly increased with both on-line web and on electronic monitors throughout campus. TAG Brochures and flyers have been updated again this past year and the local newspapers like the "Daily Journal" have run ads of where our students have transferred throughout the country. The Transfer Student Alumni Page has also gotten revamped and has been renamed "Transfer Student Experience". It has been collaborated with the overall College Alumni Web page in targeting key components and specific success stories of outgoing CSM transfer students. The same style, format and layout is consistent throughout the entire CSM website.

Expanding Transfer Club: This past academic year, the Transfer Club has been working with other clubs like AGS, Phi Beta Kappa and EOPS to create more transfer awareness of ALL students by combining our marketing resources for more outreach. We have done this by being part of the AGS Fall Conference last Fall, did "Commit To Completion" with Phi Beta Kappa and are continuing to merge with EOPS and other clubs in coordinating the Transfer Club Scholarship Fundraiser which has been an active fundraising campaign for the last three years. We have also solicited the assistance and in some cases donations of Private Universities who have tabled alongside our Fundraiser offering CSM students additional transfer scholarships from their respective institutions. The Transfer Club is still actively involved in the ASCSM Club Days and Welcome Days each semester and attends the Inter-Club Council (ICC) meetings.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the next six years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO

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assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

To be able to continue to foster on-going relationships with the various Departments/Divisions on campus to somehow incorporate the Transfer process within the curriculum of the disciplines. This could be done by first offering classes an overview of what Transfer Services is about in the context of what is required from potential community college transfer students and then specific transfer topics as it relates to the needs of the individual transfer student and specifically tailored to how it relates to the discipline that particular instructor is teaching. This could then be expanded to offer and engage with other student support services on campus like the Learning Center, Math Resource Center, Writing Center, Office of Student Life and Counseling Services to name a few.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Transfer Services would begin by having staff and hopefully other counselors participating in Division/Department meetings in a variety of academic disciplines that would support transfer. Our focus would be to share how Transfer Services can benefit students as well as acquire feedback from the various departments and divisions as to what they are looking for in terms of connecting their area of academic discipline with transfer. From there, setting up smaller meetings with individual faculty and staff within each of those disciplines/departments to begin establishing a targeted transfer agenda which could be part of the course syllabus for a particular class that is transferable and/or directly related to a student's major and/or concentration within a major. Finally, begin establishing relationships with students about the importance of obtaining knowledge of the transfer process as it pertains to a student's major or area of concentration and directing students to areas like Counseling Services, Transfer Workshops and university representatives to begin connecting the student with the transfer process. This could also be accomplished by sitting in classroom lectures and maybe having part of class time discussing the transfer process to students.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

To begin to connect both the student and faculty with the many Student Service areas that would help support transfer, I would like to direct the student to departments like the Learning Center for study skills workshops and/or tutorial services with students and faculty, Math Resource Center and Writing Center, Counseling Services for Educational planning as well as utilizing the Transfer Resource room for university research and the Office of Student Life & Development for on campus involvement and outreach that could strengthen a transfer applicant when she/he is applying to more competitive universities as well as qualify for scholarships and special programs conducive to the student's major and/or area of interest.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are

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anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: As mentioned under “Plans and Actions” having an additional Transfer Counselor would offer the opportunity to work individually with the students in the classrooms as well as coordinating workshops and transfer presentations with the instructors. The Transfer Counselor could also attend the Department/Division meetings to give updates to faculty, staff and administrators on the Instruction side.

Equipment and Technology: Having an additional computer lap top or two for Transfer Staff to go to various meetings and classrooms to give presentations as well as work with students regarding transfer research and possibly do on-site transfer appointments.

Instructional Materials: 4T

Classified Staff: Since the goal of transfer outreach is to encompass as many departments and programs as possible to promote and support transfer to many of our students in a variety of disciplines, having a classified staff person to help facilitate and organize classroom visits and presentations as well as possibly schedule transfer counseling and university representative appointments, a Classified Staff person would be a necessity for Transfer Services. The staff person could also design flyers and work with the Community Relations and Marketing Office to advertise special events and activities promoting transfer campus-wide. The person could also connect the individual student with the appropriate Transfer resource person or area of students’ interest/need.

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Expanding Classroom and Department visits which includes both Transfer and Counseling Services

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Description

CSM Transfer Services has traditionally gone into many academic classes, (both General Ed and Major Programs), department, student club and senate meetings to talk about Transfer Services and all that it entails: Transfer Events, Activities and Workshops, Guaranteed Transfer Contracts, Major/Program Days, University Tours and Transfer Day to name a few. This is typically accomplished during the first half of the semester. We will be outreaching again toward the end of the semester to the traditional transfer and pre-transfer level Math & English classes where students who need to transfer must take those courses. In addition to speaking about CSM Transfer Services, I will also be bringing along Roger Perez-Vaughan to talk about the importance of meeting with a counselor and developing a Student Educational Plan (SEP). He will also touch upon specific counseling questions students should be asking a counselor that will also assist them in the transfer process to a four-year university.

Action(s)	Completion Date	Measurable Outcome(s)
Begin talking about Counseling Services & Student Educational Plans and how they relate to developing a Transfer plan.		Students develop specific questions for counselors and voice concerns and interests as it relates to their transfer planning.
Contact all English and Math instructors for short presentation about Transfer & Counseling Services		Explain the importance of students getting up to transferable level Math & English courses and the necessity of completing them for Transfer as well, as the general process for transferring and benefit of meeting with a counselor at least once per semester.
4T		4T

Plan 2

Title:

Transfer reception for CSM students accepted to four-year universities

Description

The Academic Senate along with the Office of Communications & Marketing and Transfer Services will be hosting/sponsoring a Transfer Reception honoring CSM students who have been accepted to four-year universities.

Action(s)	Completion Date	Measurable Outcome(s)
Advertise event by flyers, classroom presentations, department meetings, Office of Student Life and website as to when and where the reception is to be held and the timeline to R.S.V.P.		Obtain a list of students who are transferring into what colleges and universities and what majors they declared and promote it through programs, newspaper ads and CSM publications.
Invite four year university		Meet with our students to start

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representatives from most of the transfer institutions students were accepted at to share in the celebration of our students.		the mentoring process of welcoming CSM transfer students into their designated colleges and universities
Invite former CSM transfer students who are both currently attending a four-year institution and who have already graduated as well as those who have gone on to establish careers.		Former CSM Students can share their experiences through speeches and one-on-one interactions with our students as to the process they took, the experiences they encountered and the things they have learned via the transfer process from a community college to a four-year university.

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests: Funding for more advertising materials for Transfer Services (brochures, flyers, student packets) going out into more classrooms, departments and student programs. Funding for more computer laptops to bring into classrooms, department meetings and student clubs to share more about counseling and transfer services in a classroom format, small group format and one-on-one consultation. Funding for transfer reception food and set-up and funding for advertisements via newspapers, Facebook, Twitter and other social media about our successful transfer students.

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
<u>Transfer Counselor/Faculty Advisor</u> : Meet with students in office and classrooms; make presentations to clubs, student organizations and faculty/department meetings; attend Transfer related conferences and be on advisory boards as well as visiting four-year institutions to help students make the transition from a community college to a four-year university and meet with Faculty, Deans and Administrators of the four year universities about helping to streamline the transfer process for our students.	1

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

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Equipment and Technology

Description (for ongoing program operation)	Cost
Computer (Dell) Laptop(s)	?????
Two Computer (Dell) Laptops for classroom presentations, department meetings and student counseling appointments.	

Description (for prioritized plans)	Plan #(s)	Cost
To share Transfer information with students, staff, faculty, de and administrators as well as the process for transferring and assistance Transfer Services can give to students.		

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Office Assistant II	Cost
Since the goal of transfer outreach is to encompass as many departments and programs as possible to promote and support transfer to many of our students in a variety of disciplines, having a classified staff person to help facilitate and organize classroom visits and presentations as well as possibly schedule transfer counseling and university representative appointments, a Classified Staff person would be a necessity for Transfer Services. The staff person could also design flyers and work with the Community Relations and Marketing Office to advertise special events and activities promoting transfer campus-wide. The person could also connect the individual student with the appropriate Transfer resource person.	

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Description (for prioritized plans)	Plan #(s)	Cost
Can assist and organize the many details of managing Plan #1 and Plan #2 as stated above.		

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	