

[Home](#) [Actions](#) [Logout](#) [How it works](#)

Student Services Program Review

Program Name: **Transfer Services**

Program Contact: **Mitchell, Mike**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) 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" "UC Transfer Admission Planner" and "Associate Degrees for Transfer" to name a few. Other events and activities include: University Campus Tours to schools like UC Berkeley, UC Davis, Stanford, Academy of Art & Fashion Institute of Design & Merchandising, 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.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

The SLO for the 2012-2013 cycle was understanding how to complete an on-line or paper version of the Transfer Admission Guarantee to a four-year university. The learning process of conducting this assessment was done mainly by workshops offered throughout the academic year as well as one-on-one appointments with students. Approximately 150 students were given a survey to complete at the end of each workshop and/or individual appointment to find out their learning outcomes based on the following methods/resources that assisted them by area of importance with a rating scale of 1-6 that most helped them in completing and understanding the on-line or paper version form of the Transfer Admission Guarantee. The students' responses measuring their learning outcomes were based on the following criteria: 1 - Attending a Transfer Admission Guarantee Workshop; 2 - Utilizing ASSIST.ORG; 3 - Meeting with a counselor/advisor; 4 - Filling out the actual contract form (on-line or paper version); 5 - Talking to a university representative or Transfer Staff person; 6 - Utilizing the printed and/or on-line resources in the Transfer/Counseling Center. 100% of the respondents felt that the above resources were beneficial in preparing them in the transfer process to a four-year university. Both survey results and anecdotal evidence clearly show that students

learned, understood and achieved the desired outcome of the process of filling out a Transfer Admission Guarantee utilizing the resources listed above in achieving their goals of beginning the process of applying/transferring to a four-year university.

B. Student Support Indicators

1. 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 nearly 6,650 students this past academic 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: 968

Incoming Phone Calls (Students, College Reps and Community): 267

Student E-mail correspondence: 295

Classroom Presentations: 1,245

College/University Representative Visits (Appointments/Drop-ins): 504

Group Orientations/Workshops/Special Events: 3,369

EOPS College Readiness: 22

International Student Orientations: 90

Student Senate: 25

CSM Club Days: 200

Canada College High School Fair: 200

Serra High School Fair: 200

Hillsdale High School Fair: 300

AGS Northern Regional Conference: 30

Psychology Club: 12

Aragon High School Transfer Presentation: 100

Connect To College (High School Night @ CSM): 400

Transfer Day: 1,000

Private University College Fair: 50

Private University Financial Aid/Scholarship Workshop: 10

Private University College Application Workshop: 5

UC Guaranteed Transfer Contract Workshops: 147

UC/CSU Application/Personal Statement Workshops: 222

UC Guaranteed Transfer Contracts submitted: 150

UC Berkeley Tour & Admissions Information Session: 21

UC Davis Tour & Admissions Information Session: 35

CSM Transfer Tribute Reception: 150

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

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 - student clubs- department meetings-college fairs - local high school presentations 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 Transfer Admission Guarantees, UC Planners and AA-T/AS-T Transfer Degrees; College Connections and Basic Skills Fairs. 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 as well as eating breakfast and lunch on the university campuses that are visited.

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.

3. 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 the Transfer Services population has also seen an increase in students who have been in the workforce returning to school to further their education, students who have started at a four-year university 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. And finally, a large population of International Students from a diverse number of countries interested in transferring including some who have already attended four-year universities in their countries. 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 Transfer Services Staff (Mike Mitchell) to their respective campuses to present transfer workshops to those students wanting to come to CSM or still deciding if the community college path is right for them. Such campuses include: Aragon H.S. in San Mateo, Mills H.S. in Millbrae and PACT H.S. District in

San Francisco Also, among the many obstacles with budget cuts, increased enrollment resulting in university and/or major impaction, 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. Some of the options encouraging high school, graduates and other demographic age groups are: 1.) Transfer Students get the highest priority when applying as an upper division student (Junior) to a a four year university as a result of the California Educational Master Plan; 2.) The Guaranteed Transfer Contract options only offered to California Community college students in the form of Transfer Admission Guarantees (TAGs) or Transfer Admission Agreements (TAAs); 3.) The Associate of Arts/Associate of Science AA-T/AST Degrees which gives students a priority at CSU campuses with a GPA bump and higher ranking on competitive majors and more recently the only access to Spring Admissions at most of the CSUs as well. It also waives most if not all of the lower division requirements of most Private Universities and the UCs evaluate their transfer students' applications with a greater holistic approach.

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. Transfer Services works to accomplish this goal in a variety of ways. First, by informing counselors, 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, informing students electronically through our Transfer eNewsletter and via the Social Media and campus-wide e-mails with the Collaboration of the Community Relations & Marketing Departments 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. Some have also hosted off-site information/open house events to capture a wider pool of students from various community colleges in the area. Some local campuses have allowed students to make appointments directly with their admissions representatives at the university campus itself. 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 the surrounding community and conducted transfer workshops, attended college fair nights, visited local Chamber of Commerces and participated in events like the annual San Mateo County Fair which is coordinated in conjunction with the Department of Community Relations and Marketing.

4. Planning

A. Results of Program Plans and Actions

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

Hiring of Full-Time Transfer Counselor/Faculty/Advisor: Although requests from past Program Reviews for a full time Transfer Counselor has yet to be granted, Transfer Services in collaboration with the Counseling Department has begun the process of

working in conjunction with two other counselors to begin meeting with Honors Project Students about the process of transfer and how to prepare and follow through with the Transfer process to a desired university. CSM Transfer Services is still hoping to assist and collaborate in securing the UCLA Transfer Alliance Program (TAP) that would give qualified CSM Honors students and others a high priority in the transfer process. If this one particular program does get approved with the collaboration of the CSM Instruction Office, Honors Faculty and Student Services division, then UCLA does require that CSM have a designated Honors Counselor.

Expanding Classroom and Department visits which includes both Transfer and Counseling Services: Transfer Services has taken an active role this past year to visit more classrooms, departments and clubs to give an overview of Transfer Services, the process of transferring, important deadlines and ways to connect with other resources via transfer events, activities and workshops that would assist CSM students to be much more competitive in the application process. Some of these targeted transfer areas are: Guaranteed Transfer Contracts, Major/Program Days, College Fairs, University Tours, meeting with college/university representatives from a variety of four year institutions as well as the traditional Transfer Day. Along with the importance of preparing to transfer is making sure students connect with an academic counselor/advisor early in a student's CSM career to make certain they are on target to meet their individual transfer goals by setting up a Student Educational Plan (SEP). In conjunction with Roger Perez -Vaughan of Counseling Services, Transfer and Counseling Services established a learning exercise that will assist students in making the most of their counseling appointment targeted toward not only transfer, but Associate Degrees (both traditional and transfer) as well certificates. The focus is to have students maximize their academic potential at CSM to have several transfer options and still acquire as many degrees and certificates as possible while attending CSM. In addition to the traditional General Education and Major discipline classes that Transfer Services visits every semester, we have also targeted specific departments and divisions, more specifically the Math/Science and Language Arts Division by connecting with the department's Division Deans. That outreach alone has more than doubled the number of classroom visits for Transfer Services this past academic year. By meeting students early on, particularly having a SEP on file, gives students priority registration for the following semester.

Transfer reception for CSM students accepted to four-year universities: The first ever "Transfer Tribute" honoring CSM students who have been accepted to four-year universities was held in May 2013 and featured over 150 students planning to transfer in Fall 2013. In conjunction with the Academic Senate and the Community Relations and Marketing Department, Transfer Services distributed flyers, informed advisors, counselors, and faculty about the event to share with students, as well as targeted e-mails, classroom visits and posting the event on both the CSM Event Calendar and Transfer Services home web page. The program consisted of food and live music as well as students sharing their personal transfer journey through CSM. Transfer Services also invited former CSM transfer students who were presently at four year institutions and others who had recently graduated and have moved on to established careers and/or graduate work or both. Also, four year university institutions of where students transferred into were present as well as CSM Faculty, Administrators and Counselors. Transfer students were also allowed to bring guests (family and friends) to share in this momentous occasion and were given gifts for attending. The Bayview Dining Area was decorated, students and CSM staff were dressed up and many photos were taken for the college website.

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

Transfer Services is committed to continuing to broaden connections with other CSM Departments (Instructional & Student Services) to connect with a larger diversity of potential transfer students. Conducting workshops in Learning Center during the UC/CSU application filing period and working with English Faculty to assist in the reading/editing of students' UC Personal

Statements as well as essays required for private universities and transfer related scholarships can all be housed in the Learning Center.

Another way to broaden connections would be expanding classroom visits to other divisions/departments. This past year Transfer Services targeted the Language Arts & Math/Science Divisions. In the next year Transfer Services will target the Creative Arts/Social Science Division since many of those students do utilize the Learning Center and other departments as well.

And finally, due to the increasing popularity of visiting four year universities Transfer Services is focused on beginning to expand visiting more universities outside the Bay Area for student tours that also involves Transfer Admissions Information sessions, Transfer Student Panels (encompassing former CSM students who have transferred on to the universities Transfer Services would be visiting) and connecting with key departments like housing, student activities and popular CSM transfer majors. Of course, this endeavor will depend on external funding from a variety of resources (i.e. Office of Student Life & Development, partnering with other student clubs and organizations to fund raise and possible grant writing).

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.

In order to get potential transfer applicants connected with CSM faculty as a resource in assisting them in the transfer application process, Transfer Services staff would meet individually and/or in a group format to explain the process of what students go through in applying to four year universities. Through workshops and visiting faculty department meetings Transfer Services would explain how students need to build an "academic resume" for their university applications in regards to involvement both on/off campus as well as how they have prepared for their individual majors. Transfer staff would show/teach faculty what universities look for in a Personal Statement (Essay) and how students would need to show evidence and support through concrete examples of what experiences, challenges and accomplishments they have gained toward their academic, vocational and personal goals. These components all require critical thinking skills that the English Faculty could offer as a resource to our potential transfer applicants.

As for classroom visits, that would mean meeting individually with instructors from various disciplines to explain and show them about the transfer process in general as well as it specifically relates to their concentration and the resources Transfer Services can offer to their students in the areas of either workshops, transfer class research projects and one-on-one counseling.

As for potential university campus tours, work with specific faculty and staff on what programs their students would be interested in and then identifying those campuses that offer those major programs. Also, inviting faculty and staff to come along on the university tours to meet other faculty and administrators in similar departments to learn what they expect from our students as well as share with the universities what CSM is doing in ways of preparing students for transfer to their respective programs. Faculty and Staff could also help and assist in the advertising and possible fundraising of these targeted university campus tours to students and other faculty and staff.

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 enable English Faculty to assist students with their with application/personal statement/essay portions of the four year university application process Transfer Services, in conjunction with the Learning Center would like to host on the spot workshops and Personal Statement Essay feedback during the Fall application filing periods for four year universities (October/November). This would be accomplished by having designated faculty (with the approval of the Division Dean) set up tables either inside or outside in front of the Learning Center – similar to a college fair atmosphere -to read/edit essays of students applying to and submitting applications to four year universities. Transfer Services could also have computer laptops set-up for students to submit on-line applications as well as the Transfer Services department having a resource table on-site for additional assistance. Transfer – in possible conjunction with the Office of Student Life & Development- could serve pizza, chips and sodas, have balloons and hand out prizes – all in an effort to encourage and support students in the transfer process.

Classroom visits may be followed up with additional visits to the Counseling Support Center, Career Center and Office of Student Life – all essential components in assisting a student to be the most successful transfer student s/he can be.

University campus tour advertisement could be spread out in a table format among various instructional and student services

departments for the most effective advertising: Office of Student Life and Development Center, Learning Center, Library, Math Resource Center, English/Writing Lab, Veteran’s Center and International Student center to name a few.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

Obtaining a full time Transfer Counselor would offer the opportunity to work individually with 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 as well as be actively involved in Regional and State Transfer Advisory Boards. The Transfer Counselor could work in conjunction with university representatives, university departments as well as share important transfer information with other CSM Counselors and Advisors.

Equipment and Technology

N/A

Instructional Materials

N/A

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 Department to advertise special events and activities promoting transfer campus-wide as well as assist in updating the Transfer website. The person could also connect the individual student with the appropriate Transfer resource person or area of students’ interest/need.

Facilities

N/A

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. (Plans may extend beyond a single year.)

Plan 1

Title:

Utilize Learning Center for students' University Application and Personal Statement/Essay editing / proofreading

Description

Host several on the spot university application/personal statement essay sessions featuring English faculty readers to assist students in their successful completion of admissions applications as well as have several laptops in the Learning Center available for students to fill out and submit their applications on-line. Would request the assistance of CSM Student ambassadors and Transfer Club members as well as other students (i.e. from Honors) to assist transfer applicants in utilizing the on-line application system. Transfer Services would also have a resource table available for students wanting additional transfer information like workshops, university reps on campus and one-on-one counseling with an academic advisor.

Action(s)	Completion Date	Measurable Outcome(s)
Organize dates with Learning Center Director and reserve computer stations for on-line application submission	Summer 2014	Event can then be advertised at the beginning of Fall semester for publication and distribution
Meet with English Faculty to begin explaining the steps of what the university application process is all about and how to proofread the students' Personal statements/essays.	Fall 2014	Faculty will have samples of transfer application packets with instructions of what the universities are looking for from students in a Personal Statement/Essay
Recruit Student Ambassadors, Transfer Club members and student tutors from various academic departments who can assist transfer applicants with the on-line application process.	Fall 2014	Student Ambassadors, Tutors and Transfer Club members are trained in the process of filling out and submitting a university application on-line.

Plan 2

Title:

Expand Classroom and Department visits regarding Transfer & Counseling Services to Creative Arts/Social Science Division.

Description
<p>Since one of the larger transfer enrollment sections is in the Social Science Division it is the intent of both Transfer & Counseling Services to target these students preparing to transfer to a four year institution. These are the students, along with Math and English, who continue to seek out assistance in huge numbers from Transfer Services. These students are also in need of academic counseling services to plan their educational programs as well. Upon visiting most of the Psychology classes this past semester alone which totaled close to 700 students in that one discipline, the need for Transfer Services (i.e. application deadlines, TAG criteria, and university information via web resources, representatives visiting CSM and the UC campus tours and admissions information sessions) exemplified the critical need of Transfer and Counseling Services.</p>

Action(s)	Completion Date	Measurable Outcome(s)
Contact Division Deans to contact their departments and instructors for possible classroom visits.	Fall 2014	To make Transfer and Counseling Services and all it offers known to the Creative Arts/Social Science Faculty.
Contact previous faculty for quotes to share with new faculty about the importance of getting started early on in the Counseling and Transfer process.	Fall 2014	Collect anecdotal evidence of the importance and impact Transfer and Counseling information had on students.
Share our Transfer information with prospective faculty ahead of time and tailor the orientations for specific groups of classes and disciplines.	Fall 2014	Make presentations more class specific to the needs of the students (i.e. full-time, part-time, evening only, etc.) Also, presentations can be part of a class assignment/research project for class credit.

Plan 3

Title

<p>Expand visiting more universities outside the Bay Area for student tours that also involves Transfer Admissions Information sessions, Transfer Student Panel (encompassing former CSM students who have transferred to the universities Transfer Services would be visiting) as well as visiting key departments such as student housing , student activities office and popular CSM transfer majors</p>

Description

Work with the CSM Office of Student Life & Development, Inter-Club Council, Faculty, Departments and Special Programs to inquire about what universities students would be interested in visiting as well as what departments and programs they would like to obtain more information from about the four-year universities. This would require seeking additional funding from a variety of sources above and beyond what is already being spent on our current annual campus tours like: ASCSM Student Senate; fundraising with other campus clubs interested in going on the tour and a possible Grant proposal that would cover cost of the trip including, but not limited to: Travel (Bus reservation including insurance), Lodging (Hotel costs) and meals.

Action(s)	Completion Date	Measurable Outcome(s)
While visiting classes in Fall begin taking a survey of students about which campuses they would be interested in visiting and what programs/majors they are applying to or researching.	Fall 2014	To give students more opportunity to research a larger pool of prospective campuses and obtain information that will make them more competitive in the application process.
Work with the Student Senate, Campus Clubs and Instructional Departments on ways to fundraise for the event.	Fall 2014	Identify several sources of funding while networking and advertising about events. Also collaborates more closely Instructional and Services, as well as meets the needs of diverse student populations.
Apply for Grant to fund such tours once we identify number of campuses to visit and cost of such visits	Fall 2014/ Spring 2015	Obtain funding for specified tours and what Transfer Services aims to accomplish on those tours (i.e. benefits to Transfer Students). This potential grant would also pave the way for continued grants to even more universities (Private/Independent, UC and CSU).

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Transfer Counselor/Faculty Advisor: Meet with students in office and classrooms; make presentations to clubs, student organizations and faculty/department meetings; attend Transfer related conferences and be on Regional Advisory Boards as well as visiting four-year institutions to help students make the transition from a community college to a four-year university as well as meet with Faculty, Deans and Administrators of the four year universities about helping to streamline the transfer process for our students. Share updates with fellow counselors and conduct training sessions. Make presentations at Counselor Meetings.	1

Equipment and Technology

Description	Cost
N/A	

Instructional Material

Description	Cost
<p>Funding for more advertising materials for Transfer Services (brochures, flyers, student packets) for advertisement into more classrooms, departments and student programs. Funding for advertisement regarding the opportunity for increased university campus tours to share with CSM Transfer Students university programs, admissions information and organizing a Transfer Student panel. Funding for Transfer Tribute reception food/supplies, Transfer Days set-up and Transfer Advisory Board meetings as well as funding for advertisements via newspapers, Facebook, Twitter and other social media about our successful transfer students. Funding for designing marketing/promotional brochures about our successful transfer rates featuring a diverse pool of transfer students who have been accepted to four year universities in a variety of majors and concentrations.</p>	

Classified Staff

Description	Cost
<p>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. The Office Assistant II or Staff Assistant could post events, activities and workshops on the CSM Event Calendar as well as update the Transfer website. The individual could also assist in handing out materials at classroom, club and departmental presentations. Individual could also assist in transfer related events and activities such as: Transfer Day, Club Day, Welcome Week and any other campus/community wide events promoting Transfer Services.</p>	

Facilities

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

Description	Cost
N/A	

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

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

Faculty contact(s)	Date of next
Mike Mitchell & Val Tyler	Website is major upd

C. SLO Assessment Contacts

Staff contact	Date of next review/update
Mike Mitchell - Transfer Services Program Supervisor	Spring 2015
