

## 2014-2015 Student Services Program Review

Program Name: **Transfer Services**

Program Contact: **Mitchell, Mike**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/24/2015 01:28 PM**

### 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, 2013/14-2015/16, 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, HONORS, Veteran's Education Services, Pathways To College (First-year students) PUENTE, UMOJA, LEARNING COMMUNITY FACULTY, 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, 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. Guest speakers, topical workshops, fundraisers for transfer scholarship and transfer club fund, campus outreach as part of other college events, coordinating off-campus university tours, creating flyers for marketing and networking with other student clubs, serving on student panels sharing a Club member's personal transfer journey and explaining the transfer process from a community college student's perspective to high school students coming to campus for new student orientations are all part of the many activities and events the Transfer Club offers to CSM students.

### 2. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

The SLO for the 2013-2014 cycle was a continuation of 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. Close to 180 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 state that students learned, understood and achieved the desired outcome of the process of filling out a Transfer Admission Guarantee form utilizing the resources listed above in achieving their goals of beginning the process of applying/transferring to a four-year university.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

Many if not all of the resources identified in the assessment survey were discussed during each of the workshops as well as individually when meeting with students as well as students meeting with university representatives about their TAGs. This helped students who were in the process of filling out their TAGs to be able to utilize resources mentioned in the assessments that they may not have previously considered. Furthermore, the comment (anecdotal) section of the assessment instrument (survey) allowed students a chance to reflect on not only the process, but on their understanding and learning of the process - what they gained from it- what they would have done differently and what confirmed what they had already known or been utilizing in completing their individual TAGs.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

Many of the GE SLOs have a strong correlation to the Transfer department SLOs in terms of critical thinking skills in relation to analyzing, evaluating and prioritizing information necessary to a student's transfer goals. In other words, students are interpreting their Student Educational Plan of courses and prioritizing (evaluating) the Major Prep Courses and GE transferable courses as well as any other transferable electives to meet their requirements for admissions to a particular major and four-year institution.

## 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 8,000 students this past academic year (close to 1,500 more students from the year before) 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: 697***

***Incoming Phone Calls (Students, College Reps and Community): 235***

***Student E-mail correspondence: 296***

***Classroom Presentations: 2,334***

***College/University Representative Visits (Appointments/Drop-ins): 638***

***Group Orientations/Workshops/Special Events: 3,369***

**EOPS College Readiness: 20**

**Student Senate: 25**

**CSM Club Days: 100**

**High School Counselor Conference: 100**

**Serra High School Fair: 200**

**Mills High School Fair: 300**

**Daly City/Colma Chamber of Commerce: 30**

**Psychology Club: 12**

**CSM College Connections Fair: 60**

**Transfer Success Presentations: 75**

**Transfer Student Panel: 12**

**International Student Club: 15**

**AA-T/AS-T Workshops: 15**

**UC TAP Workshops: 16**

**Aragon High School Transfer Presentation: 100**

**Mills High School Transfer Presentation: 75**

**PACT San Francisco Public High School: 20**

**Student Success Day: 30**

**Connect To College (High School Night @ CSM): 500**

**Transfer Day: 1,000**

**Private University College Fair: 50**

**Private University College Application Workshop: 38**

**UC Guaranteed Transfer Contract Workshops: 168**

**UC/CSU Application/Personal Statement Workshops: 347**

**UC Guaranteed Transfer Contracts submitted: 177**

**UC Application Updates: 21**

**UC Berkeley Tour & Admissions Information Session: 50**

**UC Davis Tour & Admissions Information Session: 42**

**Transfer Club Scholarship Fundraiser: 30**

**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: collegeofsanmateo.edu/transfer; CSM Event Calendar; Transfer eNews (electronic newsletter); Electronic publicity boards both in College Center and on Hillsdale Blvd; Facebook; 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. Other direct modes of delivery for students is visiting (touring) 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 sitting down and eating breakfast and lunch on the university campuses that are visited with several former CSM students.

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 as possible 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: [esmtransfer@smccd.edu](mailto:esmtransfer@smccd.edu) for general, transfer information questions. 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. In addition to all of the above, students who subscribe to Transfer eNews (which is located on the Transfer website) receive weekly e-mail updates of workshops, events and activities happening in and around Transfer Services.

### 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 monitor an increasing amount 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. An ever increasing 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, have been seeking assistance from Transfer Services in the form of one on one assistance, workshops, Transfer Club, Transfer events as well as making transfer presentations during International Student Orientation Week. 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 Palo Alto High School in Palo Alto. Also, among the many obstacles with increased tuition, 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 to enroll for classes at CSM are: 1.) Transfer Students get the highest priority when applying as an upper division student (Junior) to 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/AS-T Degrees which gives students a priority at CSU campuses within their applied major or a similar major that also gives them 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 for most Private Universities and the UCs evaluate their transfer students' applications with a greater holistic approach. Also, this past academic year, instructors within the Learning Communities assign their students research projects and assignments directly related to Transfer Services which brings on another student population focus which has allowed me to go into more classrooms to talk about Transfer, create more workshops and presentations around transfer as well as meeting individually either by drop-in or by appointment with these students when they come to my office for assistance, information and resources related to their class assignment/presentation/project.

As a result of our Transfer Advisory Board Meetings which are held about twice a year, the recommendations from college representatives and other admissions officers was to be included in some of the Transfer Workshops, classroom visits and Counselor meetings to share up to date information with students and staff.

In an effort to try and address these individual concerns and issues that will lead students 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 such 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 and college websites to inform high schools, adult schools and community organizations and 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 "Connect To College" Nights for the last several years which have been held at CSM inviting over 500 students and parents to learn more about CSM Programs, Special Services and of course the Transfer Services Department which surveys conducted by the Community Relations and Marketing Dept. have shown each year to be the main reason why students and parents attend this annual Spring event. It's also an opportunity for students and parents to hear directly from CSM Transfer alumni in a panel format as well as current CSM students who are part of Transfer Club. It also allows for them the opportunity to get on the Transfer Services e-mail list so incoming CSM students can start receiving pertinent transfer information.

#### 4. Planning

##### A. Results of Program Plans and Actions

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

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

Transfer Services has taken a much more active role this past year to visit more classes, departments and programs in a wider area of disciplines as well as continuing to visit campus clubs to give an overview of Transfer Services and the process of transferring, important deadlines and ways to connect with other resources, departments on campus and university personnel 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 that are shared with students 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 on 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) as well as being able to ask the right questions and getting accurate information and feedback directly related to students' transfer needs. 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 even more departments and divisions, (i.e: English Learning Communities (21 classes), Accounting (3 classes), Administration of Justice (3 classes), Anthropology (3 classes), Ethnic Studies (7 classes), Psychology (10 classes), Career (5 classes), Humanities Honors, Engineering and International Student Center (150 approx.). This total outreach has more than tripled the number of students seen during 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, makes them aware of important deadlines, and provides them knowledge of all the events and activities being offered through Transfer Services.

**Marketing & Development of Transfer Club**

The Transfer Club which has been in existence for about the last seven years has exponentially expanded its goal of simply just being a club that supports students in the transfer process. Although transferring successfully to a four year university will always be the Transfer Club's primary goal in supporting our students on their transfer journey, this past academic year has seen greater involvement from its newest members and officers in a variety of activities. First, new marketing flyers were created focusing on several areas that the Transfer Club can add to the benefit of CSM students' academic and transfer experience from gaining leadership experience and coordinating and planning activities, events and guest speakers, to networking with other CSM students and clubs and getting mentored by CSM peers in a transfer student's desired major. Also, the Transfer Club Officers meet with the Transfer Club Advisor (Mike Mitchell) each week to discuss the progress of the club, ideas for future activities, workshops and events as well as planning the weekly TC Agenda.

Students have also actively participated in raising funds for our newly developed Transfer Club Scholarship by outreaching to various employment establishments throughout the community. Many of our students have earned service hours by volunteering as a Student Ambassador for "Welcome Day" and volunteering in community efforts like working with the Horticulture Club in garden cleanups and volunteering at Samaritan House as well as volunteering in the Learning Center and the Math and English Writing Labs here on campus. They were also part of "Connect To College Night" last Spring speaking with several hundred graduating high school seniors about the preparation for transferring and the benefits of utilizing all of the college services and being part of the Transfer Club.

This coming year, the Club hopes to raise enough money to go to multiple college and university tours all around the state of California. The hope is that the Club can work with other clubs on campus to help make this happen since transfer is really an institutional goal. Many of the TC members also hope to invite more speakers (like instructors, university reps and even employers) to talk about how to prepare for an academic major and transfer in general as well as what careers those will lead to). Our Transfer Club Officers and members are also recognized as Student Ambassadors and will be taking part in leading student group orientation campus tours to high school seniors coming to CSM for the Priority Enrollment Program (PEP) which is part of the State Matriculation process in enrolling at College of San Mateo.

**Transfer reception for CSM students accepted to four-year universities:**

The second annual "Transfer Tribute" honoring CSM students who have been accepted to four-year universities was held once

again in May and featured over 150 students planning to transfer in the coming Fall. 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 their prospective transfer 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. An "Open Mic" segment was available to students to share their personal and academic stories of challenges, perseverance and success! 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 to share their own testimonials. CSM Faculty also gave speeches on their adoration of successful CSM students along with Administrators and Counselors who helped to emcee the event. On a personal note: this was the one time that the Transfer Services Program Supervisor (Mike Mitchell) got to express his gratitude of being able to see the fruitful work of academic completion, campus involvement and successful transfer experience that the students shared that evening. 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 and had food and live music. 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, 2013/14-2015/16**, 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. Transfer Services has already begun conducting workshops on transferring procedures with the English Learning Communities classes regarding how to be more competitive in the application process to UCs, CSUs and Private Universities. The hope is to expand that connection to other disciplines like Psychology, Nursing and Engineering focusing on specific topics directly related to those majors in areas like major course preparation, internships and community/volunteer experience. Also, branching out to students clubs and student services departments like Alpha Gamma Sigma, Honors, International Students, Student Senate and Veterans to name a few.

Another way to network and connect with a diverse group of students in one setting would be through extensive marketing of the Transfer Club. The Club has begun reaching out to other clubs in an effort to network with students from all disciplines to construct/create specific transfer workshops related to students' academic needs. Workshops would be developed and presented on specific major related topics to an identified group of students who can also serve as mentors to one another. Speakers (Faculty) from a variety of disciplines would come to talk on what careers are related to a major, how best to prepare for it and what other majors and careers are related to it. Club members could market these topics within their own classes and encourage instructors and other departments to invite these club members into their classes.

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). An immediate goal would also be visiting campuses outside the Bay Area - possibly in Southern California and working with instructors who have students in their classes, along with Program Coordinators in selective student service departments who would want to be part of this initiative and work together to create ways to finance these endeavors.

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 faculty more connected with CSM Transfer Services as a resource for their students in assisting them in the transfer process, Transfer Services staff would meet individually and/or in a group format with instructors from various disciplines and coordinators from specific student service programs, as well as Student Club Advisors to discuss/explain all aspects students go through in preparing to transfer to four-year universities. Depending on the instructor and department's needs, a series of informational sessions, workshops or Q & A sessions could be held either during class time or on a separate date where students could either obtain extra credit for attending or make it part of a class assignment or research project. Topics could range anywhere from how to build up one's academic resume related to his/her major via internships, volunteer or employment; how to apply to four-year universities(application process); to specific topics like "Psychology Majors" for Psychology classes, Nursing Majors, Engineering Majors, etc. Specific Major Days within each of those disciplines could be organized where universities are invited to speak on the relevance of a particular major as well. Companies could visit talking about internships within the major and/or instructors could visit our Transfer Center and Transfer Club meetings to speak specifically on how they got interested in a particular field and how they prepared for it as well as what the outlook is in that particular profession.

To connect faculty and Staff to the Transfer Club, instructors and other college staff could sit in on our club meetings to get a sense of the what is offered to students and then could encourage their students to join as well as invite our Officers and any other Transfer Club members to their classes to present on the Transfer Club and how it would benefit their students. And, since the Transfer Club members come from a variety of majors, they could serve as mentors to an instructor's students by either supporting them in their transfer process, answering questions related to the transfer process and/or being a tutor to a student in a class.

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. They could make the marketing, fundraising and overall planning of the tour part of a class project as well.

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.

While providing topical transfer information to classes, individual or group follow-up appointments could be made with students to come to either the Computer Lab/Writing Center for follow-up instruction on topics like how to fill out the university application on-line or using the Writing center to construct a Personal Essay for a particular university. The Learning Center could be another avenue for assistance with the Personal Statement/Application to have a fellow student tutor or Faculty person assigned there to review and critique the student's information. The Career Center could be utilized to research different majors and careers that are related to them as well as students making an appointment with an academic counselor in Counseling Services to discuss their individual educational plans that would best prepare them academically for their transfer major to a particular institution. The Office of Student Life & Development could be used to research clubs that may be of interest to a student relating to his/her career, major or personal interest.

The Transfer Club would be able to utilize those same services when mentoring a student that might be in a similar major as they are. A Transfer Club member could network along with a student when researching a major for a class assignment or internship or to research community service opportunities.

As for University campus tours, students could use the Library and Counseling Center to research various universities and their programs as well as their support services. They could coordinate with the Office of Student Life & Development to network with fellow students interested in applying to the same universities and together can gather information that would be of interest to them. The Student Life Center, Counseling Center and Learning Center as well as the Instructional Labs, International Student Center, Veteran's Resource Center and the Student Center itself could all be utilized for advertisement of campus tours by spreading out information in a table format and being available to answer questions and get students actively involved who are visiting those tables and want to attend those campus tours.



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. The Transfer Counselor could assist the Transfer Services Coordinator with conducting the many transfer workshops, meeting individually with students to go over their university applications and Personal Statements as well as help/assist in preparing students when meeting college representatives on Transfer Day or Major Days or one-on-one with university representatives.**

Equipment and Technology

**If staff does increase in Transfer Services then additional laptops for presentations, workshops and off campus events would be a necessity.**

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. That person could also connect the individual student with the appropriate Transfer resource person or area of students' interest/need. That individual could also work the counseling counter to assist potential incoming or continuing transfer students with the many resources available to them by assessing their needs as to what stage they are at in the Transfer process.**

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

**Title:**

**Collaborating/Networking with other CSM Departments (Instructional & Student Services)**

Description

**Identify which Instructional and Student Services Departments want what transfer related topics presented to their students and coordinate with Instructor, Program Coordinator or Club Advisor to identify a date or dates to present such topics.**

Action(s)	Completion Date	Measurable Outcome(s)
Organize dates with key departments like: Learning Communities, Psychology, Nursing, Engineering and ASCSM Student Clubs	Fall 2015/Spring 2016	Events can then be advertised at the beginning of Fall semester for publication and distribution to all students, faculty and staff via print, e-mail and social media
Meet with Faculty from key departments as well as Club Advisors to outline topics to be presented and determine how it will fit with classroom instruction in regards to student research assignments for course credit	Fall 2015/Spring 2016	Faculty will have knowledge of what topics are about in relation to transfer and course/major content and begin to develop assignments and possible SLOs for their courses which can be included in instructors' syllabuses
Work with four-year university faculty and admissions staff to determine what information they would like to present and invite key individuals from those departments.	Fall 2015/Spring 2016	Students will have a scope and outline of the entire transfer process as it relates to her or his field of study and other university factors that would influence a student's decision to major in and attend a particular university.

**Plan 2**

**Title:**

**Marketing/Advertising/Networking of Transfer Club.**

<b>Description</b>	
<p>Initiate reaching out to other clubs in an effort to network with students from all disciplines to construct/create specific transfer workshops related to students' academic needs. Workshops would be developed and presented on specific major related topics to an identified group of students who can also serve as mentors to one another. Speakers (Faculty) from areas of students' interest can come to the Club as part of a speaker series and Transfer Club students could begin making connections with Faculty and Student Service Programs that they are part of to initiate the mentoring process of encouraging fellow students in related majors to transfer successfully.</p>	

Action(s)	Completion Date	Measurable Outcome(s)
Contact Division Deans to contact their departments and instructors for transfer club presentations in their classes and announcements of TC activities, events and workshops.	Fall 2015/Spring 2016	To make the Transfer Club, it's members and how it functions as part of a transfer student's academic experience known to CSM students as a means to enhance a students overall college experience and make known to her/him the resources that are available as part of the transfer process.
Contact faculty and other CSM Club Advisors for opportunities for Transfer Club members to present the Transfer Club in classes in a presentation format	Fall 2015/Spring 2016	Faculty and Advisors meet with Transfer Club members and officers to begin a partnership of connecting with fellow transfer students in their classes and clubs.
Invite students and faculty from classes to transfer club meetings to begin networking with students as well as Faculty from various disciplines can come and speak at meetings on their discipline that they teach allowing them an opportunity for other students to possibly register in their classes.	Fall 2015/Spring 2016	Make presentations that are major 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

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

**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 2015/Spring 2016	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. Ask about grants and additional funding sources.	Fall 2015/Spring 2016	Identify several sources of funding while networking and advertising about events. Also collaborates more closely with Instruction and Student Services, as well as meets the needs of diverse student populations.
Inquire from Office of Student Life & development multiple funding sources if any. Go to Student Senate and ICC to request funding for trips.	Fall 2015/Spring 2016	Obtain funding for specified tours and what Transfer Services aims to accomplish on those tours (i.e. benefits to Transfer Students). This potential funding from other sources would also pave the way for continued funding sources to even more universities (Private/Independent, UC and CSU) over the entire state of California.

--	--	--

**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** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
<p><b><u>Transfer Counselor/Faculty Advisor:</u></b></p> <p>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. The Transfer Counselor could assist the Transfer Services Coordinator with conducting the many transfer workshops, meeting individually with students to go over their university applications and Personal Statements as well as help/assist in preparing students when meeting college representatives on Transfer Day or Major Days or one-on-one with university representatives.</p>	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. Finally, funding for Transfer Club Marketing brochures, student testimonials, workshops, events and activities and scholarship fundraising promoting Transfer Club in classrooms and around campus.</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. This individual could also assist in handing out materials at classroom, club and departmental presentations and 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. The Classified Staff person, can on occasion, work at the front Counseling Services Counter offering assistance to incoming Transfer students who need help in connecting with various Transfer resources.</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

<b>Staff contact</b>	<b>Date of next review/update</b>
<b>Mike Mitchell - Transfer Services Program Supervisor</b>	<b>Spring 2016</b>