

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

-Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:

The Office of Planning, Research, and Institutional Effectiveness is developing a pilot template for quantitative data related to student success especially for student services programs. This data will be available in March 2010.

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, bennettd@smccd.edu

Susan Estes, Vice President of Instruction, estes@smccd.edu

Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: TRANSFER SERVICES

1. **BRIEF DESCRIPTION OF PROGRAM:** *Transfer Services* provides a full range of educational services to 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 "selection procedures," "Transfer Admission Guarantee Criteria," "UC/CSU Admissions Applications," "Private University Common Applications," "Criteria for the UC Application Personal Statement," "Majors & Disciplines" and "Transfer Procedures" 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.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

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

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Hire of Full-Time Transfer Counselor/Faculty Advisor: Repeated requests for staffing of this position has been denied, but will continue to pursue/request for the position as it relates specifically to the transfer needs and goals of the student. 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 have been updated and in the coming year a brand new marketing view brochure/pamphlet/magazine will be published to promote Transfer Services as one of the college's missions. The Transfer Student Alumni Page is also getting revamped in coordination with the overall College Alumni Web page in targeting key components and specific success stories of outgoing CSM transfer students

Expanding Transfer Club: In the process of working with other clubs like AGS, Phi Beta Kappa and EOPS to create more transfer awareness of ALL students by joining our marketing resources for more outreach. Have merged with these other clubs on events like Student Success Workshop, Commit To Completion and will be conducting a series of transfer related workshops this fall for the Alpha Gamma Sigma Fall Conference 2012 to be held at CSM. In addition, we are hoping to organize/sponsor more university campus tours and transfer academic information sessions in combination with these other clubs in the semesters to come as well as possibly having combined outreach tables around campus to market all of our student clubs.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

1.) We are in the discussion and planning stages of developing a brand new Transfer Services View Brochure with the Department of Public Relations and Marketing which will mainly feature how College of San Mateo serves as a transfer pathway for students and the success stories of students who transferred on to four-year universities and beyond. It will also highlight many of the activities, events and services that Transfer Services offers to CSM students. Funding for this project has not specifically been discussed; however, the President's Office is backing this project.

- 2.) Continue to expand classroom presentations to a variety of disciplines focused on transfer, basic skills and vocational. In addition to subjects like Business, Engineering, Ethnic Studies, Career, DSP&S and EOPS/Multicultural, this past year we have gone into Administration of Justice classes and English classes. The goal is to expand into the Health related classrooms (Biology & Chemistry), Math, Sociology and any other Basic Skills, Career and/or transfer related classes if instructors allow. Many of these students from these disciplines frequent Transfer Services often for guidance, resources and transfer information.
 - 3.) Collaborate with the Director of the Learning Center to possibly establish transfer related workshops in the upcoming academic year with a focus on editing/revisiting/coaching students regarding the Personal Statement. Workshops about achieving academic success as a transfer student as well as various resources to take advantage of and to assist in the aid of successful transfer. Learning how to network and establish mentorships might also be a possibility for a workshop series. We will meet and discuss before the end of the Spring semester to develop a plan of action for the upcoming academic year.
5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

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 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 or 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 the 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. 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, less staff as well as 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.* 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 Public 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 Public Relations and Marketing.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

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 (twice) 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 campus tour and 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.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p>Input text here. Full-time Transfer Counselor/Advisor</p>	<p>Input text here. Outcomes: Serve students and keep them on transfer track. Transfer Counselor can attend transfer/articulation workshops, join Advisory Boards to obtain current state information and submit reports on status of CSM Transfer Services and the CSM transfer population in general. Will be able to attend campus tours & information sessions with students to find out what a particular university expects from its transfer students, what the individual transfer student is looking for in that particular college/university and for the counselor to utilize that information in a student's transfer development. Can also assist with application workshops, TAG Workshops, general transfer workshops, etc. Transfer Counselor can also attend department/division and leads meetings, campus clubs and instructional classes – specifically transfer related G.E. and Major classes to promote transfer services and to encourage students to begin transfer plans early. Transfer Counselor can also teach a variety of transfer classes, work with university representatives to improve/update articulation</p>	<p>Input text here. Based on the last SLO assessment, the Transfer Counselor would be able to attend campus tours and information sessions with transfer bound students and participate in workshops, break out groups and meet with faculty and departmental advisors on both the instructional and student services levels as to individual department requirements for a particular major; knowing if a student is qualified for a Transfer Admission Guarantee for a specific major and department; inquiring about the admissions criteria and application process as well as scholarship information and how that criteria would relate to a transfer student's specific needs and abilities. The Transfer Counselor/Advisor can also learn valuable information regarding major related internships which four-year universities offer and then take that information to develop a student's educational plan and assist in building his/her academic resume to qualify for internships that will increase the student's chances of being accepted once she/he</p>

	<p>and develop training sessions for counselors and faculty.</p> <p><i>Impact if not granted:</i> Students may not follow-up on educational plans; instructional office and faculty along with counseling/advising and student services may be less aware of changes happening on the transfer level and by not having one consistent transfer counselor loses continuity of current advising information to both students and staff. Also, the number and levels of various types of transfer success (CRER) related courses will not be available to students to assist them in their overall transfer planning and goals.</p>	<p>transfers. Many university tours and information sessions have transfer student panels where former community college transfer students share information with current CC transfer students. The counselor/advisor could also start forging relationships with those former students to have them come and speak at classes, department/divisional meetings and campus clubs. Those students could then be introduced to the Office of Student Life & Development to reach out to more students and a peer mentoring relationship can begin.</p>
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Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p>Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.</p>	Input text here.	Input text here.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation: March 21, 2012

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: **Mike Mitchell**
Phone and email address: **(650) 574-6662 mitchellm@smccd.edu**
Full-time faculty:
Part-time faculty:
Administrators: **Marsha Ramezane**
Classified staff:
Students:

Mike Mitchell Program Services Coordinator (Transfer Services)	March 21, 2012
<i>Primary Program Contact Person's Signature</i>	<i>Date</i>
<i>Full-time Faculty's Signature</i>	<i>Date</i>
<i>Part-time Faculty's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Administrator's Signature</i>	<i>Date</i>
<i>Classified Staff Person's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Student's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Dean's Signature</i>	<i>Date</i>
Marsha Ramezane – Dean of Counseling	March 23, 2012

Student Services
Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (see links for PRIE's Program Review "Quantitative Data for Instructional Programs")

Distance Education Program Review Data (see links for PRIE's Program Review "Quantitative Data for Instructional Programs" and for "Research")

Glossary of Terms for Program Review (see Instructional or Student Services' Program Review pages)

Listing of Programs Receiving Program Review Data from PRIE

http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Rotation Schedule for Student Services Program Review, 2008-2011

http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mccconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183