



**Annual Update**  
**Approved 9/2/08 Governing Council**

This Annual update is due on March 25<sup>th</sup> of each year that your three year Program review and planning document is not due. Please email a copy of this to your Division dean and the VP Office of Student Services.

1. What is the name of your Department and/or Division?

Input text here: TRANSFER SERVICES

2. List the names of everyone who participated in developing this annual update.

Input text here: Mike Mitchell

3. Based on the elements in your Annual Update Data Sheet (Provided by PRI to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

Input text here Transfer Services served nearly 5,000 students (Aug.-Mar.) in a variety of areas like: Transfer Admissions Guarantees, Workshops, University Reps Appointments, Campus Tours, Classroom Presentations, Major Program Days & Transfer Day to name a few. Other notable accomplishments included: Redesigned and marketed new Guaranteed Transfer Contract Brochure. Coordinated with English Faculty to develop a one-half unit class on developing the UC/CSU application and Personal Statement. Invited 4-year university reps to accompany me on class visits and how those schools collaborate with CSM in the area of Transfer.

4. 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 reason.

Input text here:

Yes. I have already met 8 of the 10 goals for this year listed in my last Program Review. The two that are still in process are the UCLA TAP Program and the need for a full-time, committed Transfer Counselor.

The UCLA TAP is a focus on Honors Students who get priority for admission to UCLA. This process is two-fold: Identify and recruit students who are Honors (which Student Activities is working on) and more importantly, getting the Instruction Office to develop transfer classes that are in alignment with UCLA's curriculum. This involves mutual collaboration between CSM & UCLA

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

Possibly develop a grant for brochures for marketing purposes and funding for canopies for events as well as a budget for food when reps are attending events.

7. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Input text here:

Being in a combined space with Counseling Services, Basic Skills and Academic Probation and soon COOP has definitely increased student interaction on multiple levels. Transfer information – especially in regards to Transfer Admission Agreements, CSU/UC Application information, UC Personal Statements, etc will likely continue to increase as well. Special emphasis will be on continuing to develop more centralized workshops in those and other areas in a variety of places on campus (i.e Library, Business Lab, English Lab, Faculty Center, and classrooms as well as possible outdoor events).

8. Student Learning Outcome and Assessment focus for this year:

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

- b. Student services areas: *(see below)*

Completing a Transfer Admission Agreement: I collected data via a survey/questionnaire for the student to fill out in regards to the process of filing a TAA (understanding the requirements for the major, setting an educational plan and understanding the resources the student utilized). I documented the percentage of students who completed the TAA or TAG in the following ways: process of filling out the contract, meeting with a counselor or advisor, talking to a university representative or Transfer staff person, using the on-line articulation website ASSIST.ORG and utilizing other on-line and printed resources in the Transfer Center.

9. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

- 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	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.
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Input text here. Transfer Counselor	Input text here. Impact: Serve students and keep them on transfer track . Impact without: Students will fall through the cracks without it, may not transfer in time and obtain incorrect information.	Input text here. Students will obtain up-to-date transfer info in regards to their educational plan, Transfer Agreements and transcript evaluation.
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<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Input text here.	Input text here.	Input text here.

- b. For instructional 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 for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item: Laptop computer.</b> <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here. <i>(unknown at this time)</i>	Input text here. Impact: Bring to classrooms and events off campus to show transfer web site, college application sites & other transfer web sites like ASSIST. Register students on Transfer eNews for updated transfer information. Look up four year colleges and universities students might be interested in transferring to. If not granted: Impede marketing of transfer resources and transfer program and inhibits overall outreach efforts.  Impact: College Reps can be outside on more days with increment weather	Input text here. Students will obtain on-line information in regards to all phases of transferring including, but not limited to, transfer agreements, university requirements, events, workshops and activities.  Input text here: Students will get quicker access to college reps and

<p><b>Item: Canopy</b>  <b>Status: <i>(unknown at this time)</i></b></p>	<p>recruiting and sharing information with potential transfer students about their schools and programs and are closer to classrooms to meet with students in-between class times who drop by who otherwise would not have the time to come down to Bldg. 1 to meet with rep. Rep also has more physical room for broader displays. If not granted: visual presence of college reps on most days are limited to students as well as outreach and accessibility.</p>	<p>college information as well as transfer information pertaining to articulation and transfer agreements. Reps will also be much closer to classrooms to do short presentations in-between table visits.</p>
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*\* Status = New, Upgrade, Replacement, Maintenance or Repair.*

**CSM Student Services Learning Outcomes**  
**Student Services Unit: Transfer Services**  
**2008-2009**

**Department/Mission: To provide procedural information and resources to students regarding the Transfer Admission Agreement process to four-year universities.**

Target Population [population(s) of students who will be receiving services, training, etc.]	Student Learning Outcomes (what students will learn)	ISLO being met (check those ISLOs below which your SLO contributes toward, then transfer this SLO to the ISLO form)	Measures (evidence from pre/post tests, surveys, anecdotal evidence, etc.)	Time Lines (when evidence will be gathered & evaluated)	Evaluation (review and analysis of data from tests, surveys, etc. Statement about results or outcomes from measurements. )	Recommendation/ Action (based upon results of eval, what changes, if any, will be made to next year's SLOs?)
New and Current students	At the end of completing a <b>Transfer Admission Agreement</b> students will understand the requirements for their individual major, have a set educational plan and explain the process of being guaranteed into a particular major and university.	<input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Social Diversity & Awareness <input type="checkbox"/> Ethical Responsibility	Assess and survey students as well as collecting anecdotal evidence for understanding of the transfer information gathered and discussed to measure students ability to initiate transfer through the Transfer Agreement process.	Data collection will be done via survey in Sept. - March and evaluated at that time.	Transfer Services Coordinator will collect surveys and anecdotal evidence from students filling out the TAG forms with counselors and university representatives to evaluate and analyze students understanding of what courses they need to take and how accurately they filled out the particular Transfer Admission Agreement form for a specific university.	If surveys and anecdotal evidence shows understanding of transfer process by students favorable, will continue to use SLO. If not positive then will analyze ways to revise.

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New and Current students	At the end of completing the <b>Transfer Admission Agreement</b> students will understand the requirements for their individual major, have a set educational plan and explain the process of being guaranteed into a particular major and university.	<input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Social Diversity & Awareness <input type="checkbox"/> Ethical Responsibility	Assessed, surveyed and collected anecdotal evidence from over <b>94 students</b> to measure their understanding of transfer information gathered and discussed and their ability to initiate transfer through the Transfer Admission Agreement process..	Data collection from surveys and anecdotal evidence gathered after students completed a Transfer Admission Agreement Contract between Sept. - March and analysis of data occurred at that time.	Transfer Services Coordinator collected data from surveys and anecdotal evidence from students filling out the TAG forms with counselors and university representatives which was analyzed and evaluated based on students' understanding of what courses they need to take and how accurately they filled out a Transfer Admission Agreement form for a specific university. Of the <b>94 students</b> who participated in submitting the TAG contract the results of the surveys were that: <b>80%</b> found that filling out the contract form assisted them in completing and understanding the TAG.  <b>100%</b> found that meeting with an academic counselor or advisor assisted them in completing and understanding the TAG.  <b>70%</b> found that talking to a university representative and/or Transfer Staff person assisted them in completing and	Survey results and anecdotal evidence shows understanding of completing the Transfer Admission Agreement and all of its requirements by students favorable in the areas of utilizing several transfer resources, will continue to use SLO and possibly add more transfer resource criteria (i.e. utilizing the on-line GPA calculator) in the years to come.  <b>(Anecdotal Evidence attached)</b>

					<p>understanding the TAG.</p> <p><u>60%</u> found that utilizing the transfer articulation website: ASSIST.ORG assisted them in completing and understanding the TAG.</p> <p><u>10%</u> found that utilizing the on-line &amp; printed resources in the Transfer Center assisted them in completing and understanding the TAG</p> <p>.</p>	
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## Transfer Admission Agreement (TAA) Anecdotal Evidence SLO#1 (2008-2009)

1. Helps me to understand the courses I needed to take to get ready for a four-year university.
2. Everything was very helpful and resourceful. I found the courses that I needed to take on ASSIST very easily and counselor and transfer staff were very helpful.
3. Helped me to understand what they (the UCs) require and what I needed to take care of. Also, talking to different people helped clear certain misconceptions I had.
4. So much information readily available.
5. The counselors and ASSIST let me know exactly what needs to be taken and what is required for transfer.
6. Because some information I was not sure about and it was nice to have someone there (in Transfer Services) who knew what they were talking about
7. It (The TAG) let me know I'm right on track on my way to a four-year university. I'm glad we have TAG!
8. Yes! Yes! Yes! You guys are very helpful! Thank you so much!
9. (The TAG) shows how much one completed in a short amount of time.

Transfer Admission Agreement (TAA) Anecdotal Evidence SLO#1 (2008-2009)  
(Continued)

10. It was very helpful! Thanks.
11. I learned more about the transfer process.
12. It (The TAG) allowed me to reflect on what was required to not only attend, but graduate from a 4-year school.
13. It (The TAG) allowed me to discover the major I desire and which schools provide that major.
14. Great preparation for lost students – helps them to focus on a path.
15. The (The TAG) gives me a leverage for entering a UC.
16. It keeps or kept me specifically on track to finish my GEs on IGETC and the required units I needed to transfer out.
17. It (completing the TAG) reminds me that deadlines are important and doing exactly what counselors, as well as Transfer Center say is essential in order to be able to be part of the large number of students applying. Great support her. Thanks
18. Learned more of the requirements that are necessary to transfer.

Transfer Admission Agreement (TAA) Anecdotal Evidence SLO#1 (2008-2009)  
(Continued)

19. Because it prepared me by showing me what I needed to complete before transfer.
20. Helped set me on the right path with my decisions
21. Meeting with a counselor ensured I was taking the right classes.
22. Let's me find out sooner if I can get in; helped me figure out what classes I need.
23. The TAG was helpful because it took initiative for me to complete everything. The ASSIST.ORG was a very useful guide, but the most important thing was meeting with counselors for clarification to my questions.
24. The TAG gives you an exact plan to follow and you know that if you stay within that plan you are in (Guaranteed Admission into the university). It's a comforting feeling. Great program...please keep it up!