

*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.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: [http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php))

### **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 listed at the end of this document.

(You may delete this section, when you submit your final program review.)

### **Next Steps:**

All *Annual* and *Comprehensive 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](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).

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## DEPARTMENT OR PROGRAM: TRANSFER SERVICES

### DIVISION: COUNSELING

#### 1. BRIEF DESCRIPTION OF PROGRAM:

**Transfer Services** provides a full range of services to students seeking to transfer to a university. Located in Bldg. 1 Room 115, Transfer Services works closely with college and university counselors and admissions staff to help students plan their college courses to achieve their transfer goals. Transfer Services schedules individual appointments with university representatives. Representatives from UC, CSU and Private Universities as well as CSM staff also present special workshops on such topics as "selection procedures" "writing the application essay" and "completing admissions applications." Campus Tours, Major Program Days (i.e. Business, Human Services and Health) as well as the annual Transfer Day are also part of the many events offered through CSM Transfer Services.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Transfer Services served just over 6,000 students (2009-2010) in a variety of areas like Transfer Admission Guarantee contract preparation and writing, TAG Workshops, UC/CSU Application & Personal Statement workshops, UC/CSU/Private Univ. Transfer Information Seminars, Financial Aid Workshops, Major Days, Evening College Fair(Business, Health & Human Services Majors), Transfer Day, Classroom, Campus Club and Student Senate Presentations, EOPS/Multicultural Center/International Student Orientations, High School Outreach, College Fairs, University Campus Tours, University Rep Appointments, Student Contacts/Appointments, Phone calls and e-mail correspondence as well as the weekly Transfer Club meetings. A breakdown of each of these activities for 2009-2010 is below:

<p><i>Student Contacts/Appointments: 1,100</i></p> <p><i>Incoming Phone calls (Students, College Reps and Community): 310</i></p> <p><i>Student E-mail Correspondence (Began tracking in Spring 2010): 51</i></p> <p><i>Presentations: Classrooms, Campus Clubs, Student Senate Meetings: 1,376</i></p> <p><i>Group Orientations/Presentations (CSM Welcome Day, EOPS, Int'l Students): 297</i></p> <p><i>UC/CSU Application Workshops: 250</i></p> <p><i>TAG Workshops: 64</i></p> <p><i>What to do After Transfer: (UC Davis &amp; Riverside): 25</i></p> <p><i>Transfer Day: 700</i></p> <p><i>Engineering Major Day: 40</i></p> <p><i>UC Davis Tour &amp; Admissions Information Session: 34</i></p> <p><i>Stanford University Tour &amp; Admissions Information Session: 25</i></p> <p><i>NACAC San Francisco College Fair: 300</i></p> <p><i>Serra High School Fair: 200</i></p> <p><i>Mills High School Fair: 300</i></p> <p><i>Evening College Fair: 100</i></p> <p><i>Transfer Admission Guarantee Contracts: 144</i></p> <p><i>College/University Representatives Appointments/Drop-ins: 700</i></p> <p><i>Transfer Club: (weekly meetings that saw an average 30 students during Fall &amp; featured special transfer workshops for the Spring).</i></p>
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Transfer Services was also able to update and reprint our Transfer Admission Guarantee Brochure as well as a Transfer Admission Guarantee Marketing flyer to be distributed both on/off campus due to a combined grant with Career Services. Also, as part of that grant we were able to purchase a canopy (Tent) to be utilized for Transfer outreach for on campus events and activities. We were also able to purchase new banners for Transfer Day and had food donated for events like Transfer Day, Evening College Fair, Major Days, Club Days and Welcome Day from departments like Student Activities, Financial Aid and a small amount of money raised through the Transfer Club.

Another successful event was the “College Night” held last April for High School students and parents. This was a co-collaboration with the CSM Marketing/Outreach department where a Transfer Panel was featured followed by a question/answer period. There were about 300 people in attendance.

This past year more college/university representatives were also able to visit classrooms/clubs/student senate meetings with the Transfer Coordinator to share vital university information from their respective institutions.

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.

Out of the original 10 goals that were established from the 2007-08 Program Review we have met nine of them. Aisha Upshaw was added this last year as a designated “Transfer Counselor” assisting with evaluating and approving contract agreements for students in the areas of educational planning, calculating GPA’s and student educational follow-ups.

We have also added two additional Transfer Admission Agreements in alignment with wanting to increase our TAG goals with four-year universities. This past year we added two TAGS: *University of Pacific and DeVry University (DeVry offers a Scholarship component for Transfer Students)*.

The UCLA TAP to support Honors students has not come to fruition due to a combination of factors from the Instruction Office and Articulation not being able to develop transfer classes that are in alignment with UCLA’s TAP curriculum. However, Transfer Services was able to develop a TAP program with UC Berkeley where students are able to meet with a UC Berkeley representative in the CSM Transfer Office and are assisted with the Admissions Application process and Personal Statement, educational plans, cross enrollment information, planning sessions on the Berkeley campus as well as program/department information related to students’ majors.

This program is designed for students with a defined Berkeley major, competitive GPA and is either a first generation college student, economically disadvantaged or part of the Honor’s, EOPS, CalWorks or Multicultural Center Programs. This goal will continue to be developed in the upcoming year to allow the UC Berkeley rep along with the CSM

Transfer Coordinator to attend UC Transfer classes at CSM to market the program.

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.).

We are in the process of updating and reformatting our Transfer Admission Guarantee Brochure as both an on campus and off campus marketing piece with assistance from the Office of Public Relations & Marketing. In addition to adding the two new university TAGs and updating GPAs and deadlines for all the other TAGs we are incorporating the new CSM logos and information about the college as a whole along with new, updated photos.

Transfer Services is also looking at getting food/beverage sources donated to our many events (i.e. Transfer Day, Major (Program) Days and the Evening College Fair from sources like Financial Aid, Student Activities and local Coffee establishments like Starbuck's & Peet's Coffee. In turn, we usually provide information tables for our student services colleagues and advertise our sponsors on flyers and marketing materials.

We are beginning to work in collaboration with universities like DeVry to provide the cost of printing posters and flyers for events like the Evening College Fair, Major Days and Transfer Day to cultivate the existing partnerships we have with four year universities.

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

Currently, Transfer Services and CSM as a whole is seeing a drastic increase in student population with many of those students focused on transferring to both public and private universities and with increasing competition to enter into those universities, students are accessing our services more than ever for individual need and assistance related to the entire transfer process. Our counselors and advisors are referring more and more students following their individual appointments to Transfer Services for additional information, resources and educational planning. According to the SARS grid, where student appointments are scheduled with counselors is, for the most part, students focused on transferring and the transfer process. Thus, follow-up after students initially meet with counselors almost *always* leads to contacting my office for additional assistance. The community (High School students and parents, students from other colleges and universities as well as individuals from the work force seeking transfer information for Bachelor's or even 2<sup>nd</sup> Bachelor's Degrees) is at an all time high as well.

Our hope in Transfer Services is to make sure that we have the most current information/resources on-hand from our colleagues at the university level to refer students to go for more detailed information. Our office also informs students electronically through our Transfer eNews Newsletter as well as making appointments with college representatives for additional counseling/advising. *However, due to university travel expenses being cut at the UC, CSU and private university levels many campuses are drastically reducing their campus visits or cutting them out altogether.* This means getting current/updated information electronically and in some

instances by print to both our students and counselors is of vital importance. Making classroom visits, department visits as well as visits to student clubs, student senate meetings and events like Spring Fling & Welcome Day is another vital way of disseminating information regarding transfer. We also host events like Transfer Day, Major Days and Evening College Fairs to disseminate information to the CSM community. Beginning Summer/Fall 2010 we will also be piloting Transfer Focus Group Presentations for incoming & continuing students which will present details regarding the transfer process.

In addition to our usual application/transfer type workshops Transfer Services is also planning on establishing a partnership with the Office of Student Life & Leadership Development to promote further outreach in the areas of the university application process, personal statement and Transfer Admission Guarantee Programs to name a few. Student Life and Leadership Coordinator Aaron Schaeffer and I will meet at the end of the semester to begin to develop a plan to further outreach to more students combining both our Transfer Events and Student Activity events to reach even more of a diverse CSM student body. Logistics will still need to be worked out as for the method of delivery, but workshops, classroom presentations and outdoor events will be discussed.

As for community outreach of Transfer information, Transfer Services is continually working with the Office of Public Relations, Marketing and Outreach to get the information posted on the college web site, out to high schools and other community organizations

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

- a. Academic areas: 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.
- b. Student services areas: TBD

The SLO for the 2009-10 cycle was to provide students interested in transferring to a four-year university how to complete the university application process. This was accomplished through workshops and one-on-one appointments. I collected data via a survey/questionnaire for prospective transfer students to fill out in regards to understanding the information presented in a university application and how it relates to the students' individual transfer needs as well as having knowledge of general transfer procedures and the ability to initiate the transfer process. I assessed and documented the number of students who participated in the application workshops and one-on-one appointments in the following areas as it relates to the university application process: Deciding on a major, Deciding on a four-year university, Understanding the transfer process, Understanding a university's application requirements and Understanding how to construct the UC Personal Statement.

There were 250 students who were surveyed and based on the above criteria, 90% found the university application workshops to be very useful while 10% found them to be somewhat useful. Since the Student Services SLO is not due until June we will continue to monitor more students who request assistance for university applications as the need arises.

Based on the assessment and survey results and anecdotal evidence as of this date, students clearly show an understanding of the university application process and the responses to the workshops and one-on-one meetings with students filling out the university application to be favorable in assisting them in meeting their transfer needs.

**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 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.
Input text here: TRANSFER COUNSELOR	<p>Input text here:</p> <p><i>Impact:</i> Serve students and keep them on transfer track. Transfer Counselor can attend conferences, workshops and Advisory Boards to obtain current information. Can also assist with university application workshops, TAG workshops and other transfer related workshops. Can attend departmental meetings, campus clubs and instructional classes to promote transfer services and to encourage students to begin transfer plans early.</p> <p><i>Impact without:</i> Students may</p>	<p>Input text here:</p> <p>Based on the last two SLO cycles in the last two academic years students will know if they are qualified for a Transfer Admission Guarantee, be able to monitor and update their TAG educational plan as deemed appropriate and be able to either petition or have time to develop an alternate plan should the student not meet the requirements of a TAG.</p> <p>Also, students can better understand and accurately fill out a university admissions application in the areas of</p>

	not follow-up on educational plans, Instruction (faculty) may be less aware of any changes happening on the transfer level and by not having one consistent transfer counselor loses continuity of current transfer counseling/advising information.	correctly calculating their transferable GPA, appropriately inputting their classes completed and in-progress as they relate to specific GE and Major requirements and prerequisites and be able to make an informed educational plan to enter the remainder of their classes to successfully transfer.
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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 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.

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.
<b>Item:</b> Input text here. <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.	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:

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: x6662 mitchellm@smccd.edu  
Full-time faculty:  
Part-time faculty:  
Administrators: Marsha Ramezane & Jennifer Hughes  
Classified staff:  
Students:

<b>Mike Mitchell</b>	<b>March 19, 2010</b>
<hr/> <i>Primary Program Contact Person's Signature</i>	<i>Date</i>
<hr/> <i>Full-time Faculty's Signature</i>	<i>Date</i>
<hr/> <i>Part-time Faculty's Signature</i>	<i>Date</i>
<hr/> <i>Administrator's Signature</i>	<i>Date</i>
<hr/> <i>Classified Staff Person's Signature</i>	<i>Date</i>
<hr/> <i>Student's Signature</i>	<i>Date</i>
<hr/> <i>Dean's Signature</i>	<i>Date</i>



**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](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto: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](mailto:demsetz@smccd.edu), (650) 574-6617.

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

*Core Program and Student Success Indicators* (see links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

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

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

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

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](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](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](mailto:gainesf@smccd.edu), (650)574-6183