

I. DEPARTMENT OR PROGRAM: TRANSFER SERVICES

DESCRIPTION OF PROGRAM: *Transfer Services* provides a full range of educational services to students seeking to transfer to a four-year university. Located in Bldg. 1 Room 115, Transfer Services works closely with CSM and four-year university advisors and admissions staff to help students plan their college courses to achieve their desired transfer goals. Transfer Services schedules individual student appointments with university representatives to review over a student's educational plan in conjunction with his/her own CSM counselor. Representatives from UC, CSU and Private Universities as well as CSM Transfer Staff present special workshops on such topics as "selection procedures" "writing the UC Application essay" "completing admissions applications", "transferring to Private Universities", and Pre-Med Application information sessions" to name a few. University Campus Tours, Major Program Days (i.e. Business, Human Services and Health), Transfer Scholarship Fundraiser as well as the annual Transfer Day are also part of the many events offered through CSM Transfer Services. The Transfer Services Department also sponsors a "Transfer Club" which is part of the ASCSM Student Clubs and meets weekly throughout the academic year to provide information and support to students interested in transferring.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?
 - 1.) **2008-09 Transfer Admission Agreement SLO:** To be able to complete a TAA contract with a designated university in conjunction with CSM Counselor, University Rep and Transfer Coordinator to understand the requirements for students' individual major, have a set educational plan and understanding the process of being guaranteed into a particular major and university. Surveys and anecdotal evidence were assessed from close to 100 students to measure their understanding of transfer information gathered and their ability to initiate transfer through the Transfer Admission Agreement process. The findings showed a student's understanding of completing a TAA and its requirements very favorable in several areas of utilizing various transfer resources in the following categories:
 - A.** 80% found that filling out the contract form & its instructions assisted them in completing and understanding the TAA.
 - B.** 100% found that meeting an academic counselor or advisor assisted them in completing and understanding the TAA.
 - C.** 70% found that talking to a university representative and/or Transfer staff person assisted them in completing and understanding the TAA.
 - D.** 60% found that utilizing the transfer articulation website: ASSIST.ORG assisted them in completing and understanding the TAA.

- E. 10% found that utilizing the on-line & printed resources in the Transfer Center assisted them in completing and understanding the TAA.**

2.)2009-10 University Application Workshops (SLO): To be able to understand the information presented in a university admissions application as it relates to a student's individual transfer needs, have knowledge of general transfer procedures and have the ability to initiate transfer. Surveys and anecdotal evidence were assessed from 250 students who participated in these workshops with the results showing an understanding of the transfer application process with 90% finding the workshops very useful and 10% finding them somewhat useful in assisting them in the following areas:

- A. Deciding on a Major**
- B. Deciding on a four-year university**
- C. Understanding the transfer process**
- D. Understanding a university's application requirements**
- E. Understanding how to construct the UC Personal Statement**

3.)2010-11 Class Orientations/Presentations (SLO):At the end of each class orientation/presentation to be able to understand the full array of services being offered by CSM Transfer Services that will fit each students' educational needs. Surveys and anecdotal evidence were assessed for nearly 1,000 students on the types of resources, services, events, workshops and counseling offered to potential transfer students. The results showed an understanding of the resources and services offered to students to assist them in understanding the transfer process. Students learned from the class orientations and presentations the following services and resources offered by CSM Transfer Services to assist students in their transfer goals:

- A. Guaranteed Transfer Contracts (GTCs)**
- B. UC/CSU Application deadlines**
- C. University representative visits**
- D. Transfer eNews Electronic Newsletter**
- E. Transfer Club**

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

The response to all three SLOs was very favorable. To continually improve on these SLOs for future years, Transfer Services suggests the following:

1. Having more counselors designated to evaluating TAAs and meeting with students individually to design an educational plan in creating a TAA with a student.

2. Having more university representatives and CSM counselors conducting more TAA and application workshops to a wider, more diverse audience to capture as much of the CSM student body ready to transfer as possible.

3. Having more presenters in class orientations/presentations sharing transfer information to students in a variety of disciplines and majors as well as visiting even more faculty/department meetings.

Some of the resources that may be used to implement the changes for the three SLOs mentioned above in future assessment cycles might be to utilize part of CSM Counseling's Student Focus Groups to offer to students after they have completed their new student orientations for admission and/or after meeting with a counselor and/or after deciding on a major and university they wish to attend.

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100) or the student services program; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

| GE-SLOs→ Programs' and/or Courses ↓ | Effective Communication | Quantitative Skills | Critical Thinking | Social Awareness and Diversity | Ethical Responsibility |
|--|----------------------------|------------------------|----------------------|---|---------------------------|
| Transfer Admission Agreements | X | X | X | X | X |
| University Application Workshops | X | X | X | X | X |
| Class Orientations/Presentations | X | X | X | X | X |
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III. DATA EVALUATION

For Student Services Programs Offering Courses: N/A

- Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?
- Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?
- Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

For Student Services Programs Not Offering Courses:

- Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

CSM Transfer Services served an average of 6,000 students per academic year for the past three years (2008-2011). Some of the services provided to our students and the community were: Transfer Admission Guarantee contract development, TAG Workshops, UC/CSU/Private University Application & Personal Statement Workshops, Financial Aid & Scholarship Workshops, Major Days, Evening College Fairs (Business, Health & Human Services), Transfer Day, Classroom, Campus Club and Student Senate Presentations, EOPS/Multicultural Center/International Student Orientations, High School Outreach, College Fairs, CSM Campus Outreach events, University Campus Tours, University Rep Appointments, Student Contacts/Appointments, Phone calls and e-mail correspondence as well as the weekly Transfer Club meetings.

Although many students utilized Transfer Services one time, many of the same students also utilized the services on several different occasions and the services they required were of a different academic nature depending what the student's multiple transfer needs were. Based on that evidence and the number of different services CSM Transfer Services offers, it is then a solid conclusion to state that the headcount, for the most part, was not duplicated based on that student's various academic needs at that time of service. A breakdown of each of the activities, events, workshops and services that were offered during the 2008-2011 academic years are as follows:

Student Contacts/Appointments: 4,132
Incoming Phone Calls (Students and Community):1,026
Student E-mail correspondence (began tracking in Spring 2010):300
Presentations: Classrooms, Campus Clubs, Student Senate Meetings: 3,663
UC/CSU Application Workshops: 615
Transfer Admission Guarantee Workshops: 177
What to do After Transfer: (UC Davis & Riverside):45
Transfer Days: 2,000 (approx.)
Engineering Major Days: 70
Evening College Fairs (Business, Human Services, Health):180
ASCSCM Club Day: 120
CSM Welcome Days: 465
BSI Student Connections: 200
International Student Orientations: 154
EOPS College Readiness Program: 65
UC Berkeley Tour & Admissions Information Sessions: (2) 100
UC Davis Tour & Admissions Information Sessions: (3) 116
Stanford University Tour & Admissions Information Session: 25
Stanford Pre-Med Workshops (2) 32
UCSF Workshop: 50
NACAC San Francisco College Fair: 300
Serra High School Outreach Fairs: 600
Mills High School Outreach Fairs: 600
Hillsdale High School Outreach Fair: 300
Aragon High School Outreach: 105
CSM Connect To College (3): 600 (approx.)
Transfer Admissions Guarantee Contracts: 841
College/University Representatives (Appointments/Drop-ins):1,800
Financial Aid/Scholarship Workshops: 21
Transfer Club Scholarship Fundraisers: 100
Transfer Club: (weekly meetings that saw an average of 30-50 students attend during the Fall Semesters & featured special Transfer Workshops & Activities during Spring)

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

As discussed in the "Data Evaluation" above, Transfer Services uses a variety of activities, events and workshops to help support and meet students' needs as they relate to transferring to a four-year university. Through the various tools utilized above, potential transfer students can learn the different skills, resources and networking needed to achieve specific transfer goals as they relate to students' specific General Education pattern, majors, and universities that they wish to transfer to in either a UC, CSU or Independent/Private university system.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

(See "Goals, Action Steps and Outcomes.")

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

Transfer Services targets a diverse group of CSM students in assisting in the preparation of their transfer program. The specific student population groups consist of International Students, EOPS, High School, Career/Re-Entry, Basic Skills, DSP&S, Honors, Athletes, CalWORKS and Veterans to name a few. CSM Transfer works in either a one-on-one or small group workshop setting as deemed appropriate related to the areas of equity, diversity, age and gender. The hope is to continue to support these special populations and look to assist even more of these individuals by way of mentorship, referrals and training style workshops.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------|---|---|
| Strengths | Input text here. TAA's, Workshops, Classroom Presentations, Website, university representative visits. | Input text here. High unemployment, advancement, salary increase for BA/BS Degrees, High School Outreach, PR Dept. |
| Weaknesses | Input text here. Lack of Full-Time Transfer Counselor, TAA Educational Planning, Faculty connection | Input text here. Transfer Advisory Boards, conferences, Articulation development with 4-year universities. |
| Opportunities | Input text here. Going to Division Dept. Meetings, classes, campus clubs, | Input text here. High School Fairs, community events |
| Threats | Input text here. Staffing | Input text here. Budget |

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* (if applicable) or other data you have collected about the students served by your program.)

c.

1. **Transfer Services utilized two academic counselors part-time to assist with reviewing over Transfer Admission Agreements. However, this service was limited and could not meet the full demand of students due to lack of a full-time Transfer Counselor/Faculty person .**
2. **Also, a tent was purchased for special events like Transfer Day, University rep visits and Transfer Scholarship Fundraiser.**
3. **A computer laptop was purchased through our Division to use for workshops.**

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
 1. **Hire a full-time Transfer Counselor/Faculty Advisor to assist in handling various transfer related duties i.e. Transfer Student Educational Plans, working with students on Transfer Agreements, collaborating with university representatives, conducting workshops, conducting class presentations, conducting department presentations, conducting counselor training sessions, attending Transfer conferences, being part of a statewide Transfer Advisory Boards, heading up a CSM Transfer Advisory Board, developing articulation and Transfer Agreements with independent and private universities in and out of California.**
 2. **Collaborate with the Director of Public Relations & Marketing and staff to assist in advertising key events via the Transfer and College Web site and Electronic Information Board(s), marketing and updating brochures like the Guaranteed Transfer Contracts, advertising events and featuring student photos and activities; working together in collecting Transfer Student profiles for the CSM Alumni Web page and creating/updating other transfer information pieces for events like Transfer Days, CSM College Nights, High School Outreach, and other various community events.**

3. **Expand Transfer Club by working with other clubs to create more outreach to potential transfer students. Use the model of the Student Ambassador Program to have members of the Transfer Club focus on advertising, assisting and mentoring students from different disciplines and majors in the transfer process. For example, a Business, Engineering, or Health Science Major Transfer Club member or officer could recruit students from those disciplines and be their academic mentor throughout their CSM experience.**
- b. Identify the action steps your program will undertake to meet the goals you have identified.
 1. **Work with the Dean of Counseling in identifying the necessary skills in appointing a full-time Transfer Counselor/Faculty Advisor. Have the Transfer Counselor begin creating/designing specific transfer related workshops for transfer students. Meeting and collaborating with Divisions/Departments and faculty members about targeting transfer students in specific disciplines and majors. Connecting with various university representatives from public, private and out-of-state institutions about articulation.**
 2. **Meet with the CSM Public Relations & Marketing Staff to identify and submit events to be posted on-line or displayed on the Electronic Event Boards. Collaborate with the PR Team, Graphic Designer and Outreach Coordinator in designing fliers, pamphlets and marketing brochures that will attract and serve a wide, diverse population. Identify students who have applied to four-year universities from a variety of majors and disciplines through classes, counselors and special programs. Also work with PR, EOPS, DSP&S, International Students, Student Senate and Student Clubs, and academic counselors to identify students who have been accepted to UC, CSU and Private four-year universities for their student testimonials of their transfer experience at CSM to be part of our transfer Alumni Student Testimonial website and schedule of classes.**
 3. **Visit departments/divisions/classes and present the Transfer Club mentoring model to faculty who can assist in recruiting students of different majors to work with our Transfer Club member officers. Set up tabling in various strategic locations on campus and have our TC Officers identify students who either want to mentor or are in need of mentoring. Also visit the Student Senate, ICC (ASCSCM Campus Clubs), EOPS, DSP&S, Veteran's, Evening students and work with High School Relations Coordinator to capture potential CSM students.**
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan, 2008*.
- d.
 1. **By having a designated Transfer Counselor for the sole purpose of assisting CSM students in the transfer process that person would be serving a diverse group of transfer bound students in areas like First Generation students, Economically disadvantaged students, DSP&S students, EOPS Students, Veterans Students, International Students and Re-entry/Workforce students.**
 2. **Marketing materials, website features, and outreach events will target special populations of diverse groups in relation to majors, career goals and special transfer needs.**

3 By targeting specific departments, clubs and campus groups, Transfer Club Officers and members will be assisting in the transfer of all diverse populations with specific transfer needs and abilities.

- e. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
1. **After the full-time Transfer Counselor is hired, has then identified transfer bound students from targeted groups, met their specific transfer needs and identified resources on helping them achieve their academic goals.**
 2. **After editing, updating and creating the content information for electronic and printed marketing materials that captures the widest, most diverse audience targeted at transferring, to proceed in publishing the materials. Working in collaboration with CSM's Outreach Coordinator to identify special populations that targets the community's transfer needs. After identifying students from a wide array of majors and disciplines who have been accepted to four-year institutions to publish their stories for our Alumni Testimonial web page as well as CSM's college web site and catalog.**
 3. **When we have targeted, recruited and mentored students for CSM's Transfer Club from a variety of disciplines and programs and guided them through the entire transfer process – from (hopefully) the time they entered CSM to the time they are accepted to a four-year university- as well as follow-up after transferring as to the success of their CSM experience.**

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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. |
|---|--|---|
| Input text here. Full-time Transfer Counselor | Input text here. Impact: Serve students and keep them on transfer track. Transfer Counselor can attend workshops and Advisory Boards to obtain current information and submit reports on status of CSM Transfer Services and | Input text here. Based on the last three SLO cycles in the last three academic years students will know if they are qualified for a Transfer Admission Guarantee, be able to monitor and update |

| | | |
|--|--|---|
| | <p>Transfer as a whole. Can also assist with university application workshops, TAG Workshops general transfer workshops, etc. Transfer counselor can attend departmental meetings, campus clubs and instructional 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 and develop training sessions for other counselors.</p> <p><i>Impact without:</i> Students may 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/advising information.</p> | <p>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 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.</p> <p>By assisting in conducting class orientations, the Transfer Counselor can disseminate information related to our services and offer classroom style workshops based on the discipline of the course. Transfer Counselor can network with instructors and classes and clubs to follow-up with students.</p> |
|--|--|---|

| Classified Positions Requested N/A | Expected Outcomes if Granted and Expected Impact if Not Granted N/A | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. N/A |
|---------------------------------------|--|---|
| 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 N/A | Expected Outcomes if Granted and Expected Impact if Not Granted N/A | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. N/A |
|---|--|---|
| 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. | Input text here. | Input text here. |

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

VIII. Course Outlines (Applicable only for Programs Offering Courses)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update. N/A

| Course Number | Last Update Date | Six-year Update Due Date |
|------------------|------------------|--------------------------|
| Input text here. | Input text here. | Input text here. |

IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups) N/A

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: March 25, 2011

Please list the department's *Program Review and Planning* report team:

Primary program contact person: **Mike Mitchell**

Phone and email address: **(650) 574-6662**

Full-time faculty:

Part-time faculty:

Administrators:

Classified staff:

Students:

| | |
|--|-----------------------|
| Mike Mitchell | March 25, 2011 |
| Primary Program Contact Person's Signature | Date |
| Full-time Faculty's Signature | Date |
| Part-time Faculty's Signature | Date |
| Administrator's Signature | Date |
| Classified Staff Person's Signature | Date |
| Student's Signature | Date |
| Dean's Signature | Date |

Handwritten signatures and dates:
Student's Signature: *Marsh Perry*
Date: *3/25/11*