Program Name: **Transfer Services**
Program Contact: **Mike Mitchell**
Academic Year: **Fall 2018 – Spring 2021**
Status: **Complete**
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INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us
- to reflect on the state of student learning or support in our disciplines and programs, by discussing
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

Transfer Services **provides a full range of educational services for students seeking to transfer to a four-year university. Located in the College Center as part of Counseling Services, CSM works closely with academic counselors and advisors, faculty and instructional departments and divisions, international students, EOPS, DRC, HONORS, Veteran's Education Services, Pathways To College, Promise Scholars Program, PUENTE, UMOJA, MANA, Learning Community Faculty, Office of Student Life & Development, Campus Clubs, Student Senate, High School groups and four-year university advisors and admissions staff all in an effort to assist students in planning their college courses and academic goals to transfer in a successful and timely manner within each of their disciplines.**

CSM Transfer Services schedules individual student appointments with university personnel to review over a student's educational plan (SEP). Representatives from UC, CSU & Private colleges as well as CSM Transfer Staff (Mike Mitchell) present special workshops on topics like "Transfer Admission

Guarantee Criteria," "UC/CSU Admissions Applications," "Private University Common Applications," "Criteria for the UC Application Personal Statement," "Majors & Disciplines," "Transfer Procedures" "UC Transfer Admission Planner" "Associate Degrees for Transfer", "How to be a competitive Applicant" and "Next Steps to Transfer- after being accepted to a university" to name a few. We also tailor these workshops toward specific, diversified groups as mentioned above that supports the College's Mission and Diversity and achieves its Strategic Goals.

Other events and activities include: University Campus Tours to schools like UC Berkeley, UC Davis, Stanford, Cal Poly San Luis Obispo, CSU Long Beach, UC Santa Barbara, USC, UC Irvine, UCLA, San Diego State and UC San Diego as well as CSM Welcome Day, Transfer Day, Private/Independent University College Fair, Connect To College Nights and our on-going *Transfer Club* which is part of the ASCSM Student Clubs, whose purpose is to provide information and support to students interested in transferring. During the 2020-2021 Academic Year we hosted Virtual Events like: Transfer Day which had over 70 university representatives from California and around the country and a Virtual University Week during Spring Break which offered on-line campus tours, admissions sessions and transfer panels featuring these schools:
San Diego State, San Jose State, San Francisco State, UC Berkeley, UC Davis, UC Irvine, UCLA, UC San Diego, UC Santa Barbara and Stanford.

An end of year Virtual Transfer Celebration for all of our Transfer Students called "Transfer Tribute" honored our CSM students transferring to a UC, CSU & Private/Independent Universities both in and outside of California. It was recorded and presented on CSM's YouTube Channel.

2. <u>Results of Previous Program Review (200-500 words)</u>
- Describe the results of your previous Program Review's action plan and for identified equity gaps.
    - o Previous Goals
    - o Results Achieved
    - o Changes Implemented
    - o Plans still in progress
    - o Any notable or surprising results and outcomes

The Transfer Services Action Plan for 2018- 2021 was to increase the number of University Tours and number of students from diverse CSM programs to four-year universities. The first year we successfully increased the number of students in the Promise Program, E.O.P.S as well UMOJA and International Students for

not only our UC Davis and UC Berkeley tours, but also for our Southern California Tours. Due to the collaboration of additional funding via the Transfer Club, Promise Program and Counseling Services we were able to add a third day to our ever popular Southern California Tour in 2019. We also increased the number of students that we took form 20 – 40 plus additional staff as Chaperones. Having the third day allowed us to travel to both UC San Diego & San Diego State. In addition, we also visited UC Santa Barbara, Cal Poly SLO and UCLA. This tour is held annually during Spring Break.

For our Northern California Tours, we moved our UC Berkeley visit to Fall and kept UC Davis in early Spring. The Northern California Tours were conducted in 2018, 2019 & early 2020. The Southern California Tour was held in Spring 2018 & 2019. All of the university campus visits at each of the schools in Northern and Southern California included a campus tour, admissions session and student panel.

As planning was being developed for the Spring 2020 Fifth Annual Southern California Tour which included: UC Santa Barbara, USC, UC San Diego (with an additional School of Engineering presentation) & UCLA and 40 students already signed up for the tour with additional Chaperones, the Pandemic closed down CSM and hence the campus tours were cancelled just two weeks prior to going.

So, in Spring 2021, Transfer Services in collaboration with the Transfer Club offered a "Virtual Tour Week" during Spring Break. Twelve universities participated: SDSU, USC, UCLA, UCI, UCSB, UCLA(STOMP), UCSD, UCB, UCD, SFSU, SJSU and Stanford. These virtual sessions included a campus tour, admissions session and student transfer panel. CSM's Transfer Club during this week also virtually hosted a "Welcome Day Workshop", "UC TAP/TAG Workshop", "How To Be A Competitive Applicant", "CSU/UC Application Workshop" and a "CSM Student Alumni Panel". We had 100 students from diverse programs, Learning Communities and classes from various disciplines and specific majors join us on-line for the weeklong event that went from Monday-Friday (March 30th – April 3rd).

Explain any curriculum or programmatic changes since last program review (to specific courses, or to any discipline as a whole – degree, certificate, or course sequences, program delivery or structure, etc). **N/A: (Not Instruction)**

2. **Current Program Review (200-400 words)**

College Stats Head Count	Ethnicity	First Gen	Age	Gender	Total
2018-19	Asian 35.6% Hispanic 26.0% White – Non Hisp.20.9% Multiraces 6.1% Filipino 5.7% Pacific Islander 2.2% Black-Non Hisp. 2.1% Unknown 1.5% Native American 0.1%	38.1% are the first to go to college	55.4% under 24 yrs. 26.6% 19yrs. or less 9.4%% ages 25-29 4.3% ages 30-34 2.1% ages 35-39 1.5% ages 40-49 0.7% ages 50+	54.7% Male 43.4% Female 1.9% Unreported	1,779 students
2019-20	Asian 34.9% Hispanic 26.3% White-Non Hisp. 20.0% Multiraces 5.7% Filipino 5.5% Pacific Islander 2.6% Unknown 2.5% Black-Non Hisp. 2.4% Native American 0.2%	36.6% are the first to go to college	66.2% under 24 yrs. 12.7% 19yrs. or less 10.7% ages 25-29 3.9% ages 30-34 3.1% ages 35-39 1.8% ages 40-49 1.6% ages 50+	54.0% Male 44.3% Female 1.8% Unreported	1,714 students
2020-21	Hispanic 29.1% Asian 29.0% White-Non Hisp. 20.8% Multiraces 8.0% Filipino 5.6% Unknown 3.2% Pacific Islander 2.3% Black-Non Hisp. 1.9% Native American 0.2%	39.4% are the first to go to college	50.2% under 24 yrs. 26.3% 19yrs. Or less 10.4% ages 20-25 5.7% ages 30-34 3.3% ages 35-39 2.1% ages 40-49 2.0% ages 50+ 0.1% unreported	49.5% Male 49.0% Female 1.5% Unreported	1,387 students

(a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.
- Has anything changed from the previous program review?
- What factors do you feel contribute to these gaps?
- If you were granted a resource request, please note what that was and the impact it had.
- What has your program done to address these gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see "(c)" below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. On a positive note: the Hispanic student population utilizing our services increased by 11% from 3 years ago. 2. The female population is closing the gap more vs. male population 3. Number of total students had a decrease in last year due to remote learning.	I believe that is directly related to more in-person & virtual class presentations particularly in the Learning Communities, Support Programs and Campus Clubs. Making website more efficient and easy to use. Also, our very diverse Transfer Club each year which for the most part, is representative of our campus culture and climate where we collaborated with other clubs on topical workshops.	N/A	In regards to the UC TAP/TAG in the last year we have strategically promoted this opportunity via mass emailing to students with 30 or more degree applicable units. We have also reached out to more classes and more student clubs as well as some of the Student Athletes to specifically promote this great opportunity for our students. This specific focus has led to the increase of students applying for a Transfer Admission Guarantee (TAG) with a UC by more than 100 just last Fall. We want to continue and expand our Transfer Workshop events inside the classroom, Learning Communities, Athletics and departments/divisions to make sure that we are continuously promoting and supporting student equity campus wide. Research for a Retention Specialist to help us target and increase various student populations to promote Student Equity.
2.			
3.			

(b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Has anything changed, in terms of gaps, since last program review?
- What factors do you feel contribute to these gaps?
- What has your program done to address these equity gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps

          o   ongoing challenges

Transfer Services served over 27,147 students the past three academic years combined (11,341 in 2018/19 & 10,316 in 2019/20 and 5,490 in 2020/21-ON-LINE) in a variety of areas including instruction, counseling and student support services covering a wide range of groups in not only various disciplines, but also various programs and diverse populations in the campus community to close educational gaps. The following is a statistical breakdown of the number of services performed as well as the community of students served including diverse student populations like Learning Communities, Student Clubs and academic disciplines which served across different delivery modes both in person and on-line via ZOOM and Webinar *(2018-2020 in person/ 2020-2021 via ZOOM & Webinar):*

Student Transfer Questions-Drop-ins and Appointments, Incoming Phone Calls, E-Mails, (Students, College Reps and Community), Classroom Presentations: (Accounting, Art, Biology, Counseling, Interdisciplinary Studies, Engineering, English, Ethnic Studies, Learning Center, Literature, Political Science, Psychology).

Group Presentations/Workshops like: Aragon High School, Hillsdale High School, Welcome Day(s), Summer College Readiness, SMUSHD High School Fairs, Athletic Orientation, EOPS, Middle College, Club Days, Promise Scholars, PTK (CLUB), AGS (CLUB), Creative Arts/Social Science & Math/Science Division, Men's/Women's Basketball teams & Connect To College Nights.

    Note: If these interventions constituted your discipline-level assessment, please see "(c)" below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
Developed more "group" style workshops – especially in 2020/21 when we went totally remote. Got to host more student clubs, programs and Learning Communities as well as more efficiently/directly connecting with university representatives by having students make appointments directly with reps via the CSM Event Calendar(email, Calendly or ZOOM)	By not being in person the last 15 months (Spring 2020-Fall 2021) student interactions were limited by phone/email compared to group discussions, multiple questions and office access/availability. This was particularly noticed after class /club/Learning Communities presentations, Transfer Workshops on select topics as well as our own weekly Transfer Club Meetings.	Continue to outreach to more student clubs, classes and divisions/departments. Have joint student club meetings. Have a separate Q&A session right after class and group presentations, as well as Workshops and our Transfer Club Meetings. Also, inquire with Faculty Advisor/Student Club Presidents, Learning Communities and class instructors to schedule follow-up presentations for Q&A. To accommodate multiple classes and student clubs, Transfer Services would hold remote meetings during late afternoon

		and early evenings for those students unable to attend during traditional school hours in morning or due to work and family/parental/childcare responsibilities. Possibly obtain position for a Retention Specialist to collect and keep statistical information regarding the population of various Student groups (i.e. Learning Communities) to ensure and continue to promote Student Equity.
2.		
3.		

(c) Discipline-level and SLO assessment/Student Services and SAO assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps**. Your summary should explain

- what the assessment focused on
- whether it was a discipline-specific or interdisciplinary (for instruction only)
- why it was prioritized (e.g., equity issue, key disciplinary issue, etc.)
- what the activity or intervention was
- what you learned from it.

SLOs/SAOs	Assessment Results	Program Improvements Implemented
1. The *SLO* measured for this year's Program Review was learning and understanding how to successfully navigate through the transfer process by utilizing the university application websites (UC, CSU & Independent Colleges and Universities). Students applying for Transfer range from various programs, disciplines as well as under-represented students.	Based on almost 700 students that were assessed each fall in 2018-2021 , survey results were based on the following: Creating a UC Application (via universityofcalifornia.edu/apply); CSU Application (via CalState Apply) & Private University Application (via CommonApp) -Attending instructional workshops for each (UC, CSU & Private)	Offered Application Workshops to several Student Clubs, Learning Communities and with University Reps as part of their visits (both on-campus & on-line) with CSM students. Also held Q&A sessions following the Workshops for those that wanted more individualized questions addressed. Because of being remote, email correspondence as well as ZOOM meetings and workshops increased dramatically.

	-Utilizing ASSIST.ORG for Major Prep Requirements **-Making appointment with academic counselor for a Student Educational Plan to monitor General Education and Major Prep Requirements** **-Making appointments with university representatives from the UC, CSU and Private Universities to review students' progress and answer questions pertaining to students' individual progress toward achieving academic goals as well obtaining information about admissions and student services** **Nearly 100% of students surveyed believed that by utilizing the aforementioned resources proved beneficial in preparing them for the application and transfer process to a four-year university.**	
2.		
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C. Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes,

developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

A health Pandemic led from students who could freely drop into the Transfer office to multiple emails; also, class presentations led to more email/phone and zoom calls as opposed to answering many student questions after class. Workshops that were in person with the ability to work with multiple students in classes with transfer applications or questions turned into individual virtual meetings with individual students with multiple questions which means less time to connect with even more students for efficiency and allowing time for other events, activities and projects.

However, an opportunity surfaced to have either a follow-up workshop or a follow-up class presentation on a specific topic and/or a Q&A right after each class, club and workshop presentation. Also, combining student clubs and classes to present specific Transfer workshops and Transfer Presentations exposed more students to the resources of Transfer Services and transferring in general. Being able to join various ZOOM Division/Department meetings like Creative Arts/Social Science and Math/Science Divisions increased that exposure to faculty as well.

When services resume in person there could still be opportunities for virtual meetings and workshops as an alternative – particularly with university representatives who are located outside of the Bay Area.

4. Planning

a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible

- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. **Increase enrollment in all disciplines, Learning Communities and underrepresented groups to apply for the UC TAP/TAG program to promote Student Equity in the area of transfer.**	**Reaching out and tracking ALL students once they start CSM to begin the UC TAP; e-mailing all CSM students who are applying for a UC each Fall; offering workshops on TAP/TAG to students from all constituencies and attending classes to specifically share information regarding TAP/TAG.**	**Determine how many students in all areas of Student Equity have visited a Counselor or UC Representative regarding TAP/TAG or Topical Transfer Workshops and/or Presentations and if they are meeting or have met the requirements to a UC.**	**Fall/Spring Semesters**	**Transfer Program Supervisor, Counselors and University Representatives**	**Counselors and University reps conducting workshops, as well as instructors open to having the Transfer Program Supervisor conduct presentations and workshops for their classes and Student Club Officers allowing scheduled Class/Club time or separate time to conduct presentations and workshops with those students . Also, a Retention Specialist to keep track of data to get a breakdown of the diversity of students applying for TAP/TAG as well as potential students and groups that require more notification to promote Student Equity.**
2.					
3.					

5. CE Only

a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
   a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
   b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office
b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).
d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.