Program Name: **Transfer Services**
Program Contact: **Mike Mitchell**
Academic Year: **Fall 2021-Spring 2023**
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.
- 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, KATIPUNAN, PUENTE, UMOJA, MANA, BROTHERS EMPOWERING BROTHERS, 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 student equity 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, and San Jose State with other CSM groups on campus like Umoja, Brothers Empowering Brothers, Katipunan, Promise & EOPS as well as CSM Welcome Day, Transfer Day, Virtual Fall Transfer Week, Private/Independent University College Fair, Connect To College Nights, High School presentations 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 Academic Year our Club meets on a Weekly basis: one week is for an Officers' meeting with the Transfer Club Advisor discussing the events and activities and setting an agenda for future Transfer Club meetings. The other week we conduct our meetings including several evening university application workshops as well as having an outreach table and being part of the "Club Fair" that is put on each semester by ASCSM.

An end of year Transfer Celebration for all of our Transfer Students called "Transfer Tribute" honors our CSM students transferring to a UC, CSU & Private/Independent Universities both in and outside of California. We were able to hold that in person the last two years with average attendance of around 150.

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

Transfer Services Program Review Goals from the last Program Review was to "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". Our results were widespread. We effectively reached out to several underrepresented groups like Katipunan, Umoja, EOPS, Promise and Puente. We did this through Workshops, Class Presentations, University Reps and through our own Transfer Club. We are now

beginning to work with the AANAPISI Program which is a grant to help support and transfer students in that population through Workshops on UC & CSU Applications.

The steps utilized for outreach efforts to establish and foster student equity in the UC TAP/TAG program was done through several means. The Transfer Services Supervisor visited a total of 40 classes and close to 800 students during the 2021-2022 Academic year, which was post pandemic and for the most part still virtual (especially in Fall 2021). In 2022-2023 Transfer Supervisor visited 62 classes and close to 1,400 students.

Special workshops, events and activities were also planned through various avenues of outreach: Fall Transfer Days which saw approximately 500 students attend in Fall 2022. Group Orientations, TAP/TAG Application Workshops and special events to reach out to CSM's Diverse student community also included: UMOJA, Men's and Women's Basketball teams, Promise Scholars, CSM Student Club Fairs, Public and Private High School Outreach and TAG workshops for High School seniors enrolling at CSM for Fall with the Community Relations & Marketing department, CSM Welcome Days, and Internship Fair and two "Back to School Block Parties" held in the Student Quad the last two semesters. Also, through our Transfer Club, some of our Student Officers had weekly outreach tables promoting workshops and activities to assist students in preparing to transfer. And at our weekly Club meetings my Co-Advisor and I would answer any specific transfer related questions students would have.

What was noticeable was that specific, individual questions were on the increase at a substantial rate and as a result of that we established BOTH a Q&A session immediately after a workshop as well as ZOOM drop-in counseling related to the TAP/TAG and overall university transfer application process. Over the course of both Fall semesters (2021-2023), drop-in zoom hours assisted 135 students.

Finally, for both academic years, the number of students who filled out a TAP Application which prepares eligible students for both the UC TAG and UC Application submissions was as follow: (2021-2022: 1,802) and (2022-2023: 1,654). The total amount of students who submitted UC TAGs for 2022 & 2023 was: 604 (Fall 2021: 307 & Fall 2022: 297). In conjunction with these workshops and activities we had several UC representatives also conducting both virtual and in-person TAP/TAG Workshops for students as well as virtual one-on-one appointments and in some cases in person drop-in counseling and tabling outreach in the Bayview Dining Room.

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

c) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) 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:

- SLO/SAO
    - What did the assessment focus on?
    - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
    - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
    - What was the activity or intervention?
    - What were the outcomes?
- Program improvements implemented
    - What did you learn from it?
- What changed?

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 Learning Communities and under-represented students. This SLO was an inter disciplinary collaboration between academic programs and student services.	Based on almost 700 students that were assessed each fall in 2022 & 2023 , 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) -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'	Offered Application Workshops to several Student Clubs, Learning Communities, classes, Transfer Club 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. Offered both in-person & remote. Phone calls and email correspondence as well as ZOOM meetings and workshops and student drop-in increased dramatically. Based on the increasing amount of individual questions that came up during the filing period – especially near the deadline period we offered drop-in ZOOM hours for students who had quick questions regarding their TAGs, UC/CSU and/or Private University Applications during the last two weeks of September, October & November in 2021 & 2022. The total amount of students who utilized those services was 135 total (70 in Fall 2021 & 65 in Fall 2022).

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.

3. <u>Current Program Review (200-400 words)</u>

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

TRANSFER SERVICES

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
TARNSFER SERVICES	**Latinx 35.1%** **White 14.9%** **Asian 24.8%** **Filipino 13.4%** **Multiracial 6.9%** **Black N/A** **Pacific Islander 2.0%** **Unknown 3.0%** **Native American N/A**	**47% of our students are the first in their family to go to college.**	**58% 19 yrs. or younger** **32.5% 20-24yrs.** **4.2% 25-29 yrs.** **1.0% 30-34 yrs.** **1.6% 35-39 yrs.** **0.5% 40-49 yrs.** **1.6% 50+ yrs.**	**55.0% Female** **43.6% Male** **1.5% Unreported**	**639 students**
COLLEGE WIDE (CSM)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	13,180 students

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

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Compared to last Program Review: the Latinx Population increased by 9% and the Filipino Population jumped 8% 2. First Gen students had an almost 9% increase from previous Program Review. 3. Those that are 19 years or younger almost 23% from previous Program Review. 4. As for Gender, it flipped statistically: 55% were female and 43.6% were male as opposed to previous Program Review where 54.7% were male and 44.3% were female	I reached out more to specific Learning Communities like Katipunan, Puente, & MANA. The increase of Promise students along with more high school outreach with Community Relations & Marketing as well as Transfer Workshops to Seniors in local high schools related to the age factors and possibly First Gen. Overall, in-person class visits and workshops increased along with more students making appointments both virtually and in person with	None	We partnered with various underrepresented programs like Katipunan, Mana, Puente Umoja, as well as the various Clubs on campus like Business, International Students & EOPS as well as the Athletics departments. Will do more intentional engagement with Brothers Empowering Brothers through programs and athletic partnerships. Also did topical workshops for classes like Engineering, Transfer Club and Promise Scholars. Have also participated in CSM Welcome Days, SUPER Tuesdays for new students and the newly formed Block Party for new and continuing students sharing our program information, events and activities to hundreds of students. Our Transfer Club and Transfer Services in general also – on occasion – offered late afternoon/evening workshops on TAGs, UC/CSU Applications as well as Private Universities both in and out-of-state. We are now doing Drop-in ZOOM hours for students with quick questions related to their UC TAG application as well as their UC & CSU Application

	University representatives. Also, the last two years, we finally went back to having in-person Fall Transfer Days Furthermore we went back to offering Campus tours in Spring 2023 to: UC Davis, UC Berkeley and San Jose State with Katipunan, Promise and Umoja		during the months of Sept/Oct/Nov filing periods. The biggest challenge right now is not having a Full time Transfer Counselor that can work specifically with transfer related issues between the student and university as well as hosting workshops and being part of Transfer Regional Meetings and Conferences along with an Office or Staff assistant to assist in keeping track of statistical information of the numbers and types of students utilizing Transfer Services either through questions, workshops and/or visiting university representatives.
2.			
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    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.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Transfer Services served over 12,359 students the past two academic years combined (4,870 in 2021/2022) & 7,489 in 2022/2023) 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 and serve Student Equity. The following services and interactions with the campus community as well as the community of students served including diverse student populations like Learning Communities, Student Clubs and academic disciplines as well as outreach opportunities both on and office campus which served across different delivery modes both in person and on-line via ZOOM and Webinars and Workshop both in person and virtually.

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

Group Presentations/Workshops like: Half Moon Bay High, Hillsdale High & Woodside High School, Private High School College Fair, San Mateo Union High District College Fair, Welcome Day(s), Super Tuesday/Wednesday Registration Day, CSM Block Party, Connect To College Nights, MANA, EOPS, Middle College, Club Fair, Promise Scholars, PTK (CLUB), UMOJA, Men's/Women's Basketball teams, UC/CSU/Private/Out -of-State Universities, TAG Workshops and Career/Internship Fairs. (Workshops were both evenly divided in remote and in-person with regular attendance for both, but clearly more attendance by being in person.

We also returned to university campus tours by visiting 3 campuses in Spring 2023 (UC Berkeley, UC Davis & San Jose State) with a concentrated approach to closing the gaps and including communities: Katipunan, Umoja, Promise, Brothers Empowering Brothers and Transfer Club. The challenge is to still connect with more classes, clubs and departments in diverse disciplines.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1.The Transfer workshops these last two years (2021-2023) in the areas of university applications, essay questions and TAGs have taken on a "lab style" format where students bring their laptops and the workshops are more assisting students "Real Time" individually or in group with their application	The only GAP(s) is that not all students bring in laptops and may not have looked at the applications ahead of time nor created a TAP Planner when they first begin college that is required to submit a TAG.	More advertising through Community Relations and Marketing dept via emails, CSM Announcements and use of the electric signage around campus. More flyers posted and distributed as well as posted on several CSM departmental websites. Going into more classes, Student Clubs and Divisional/Departmental meetings

forms answering questions as they come up and sharing resources both On-line and in person and with handouts of transfer resources. Also began the last two years doing ZOOM drop-in during the Fall filing period for TAG, University applications and Personal Insight Questions. Those have proven to be enormously popular with many students asking specific questions related to their major and classes. As deadlines approach, ZOOM drop-in increases. Added evening workshops and more Transfer Club meetings during the Application filing period. Had more university reps conduct workshops, do one on on appointments with students and visit classes while on campus. Also, in conjunction with the High School Outreach representative did topical transfer TAG Workshops at local high schools. Finally, since we have gone back to in-person university tours, Transfer Services coordinated with Katipunan, Brothers Empowering Brothers and Promise Scholars also joining us on our tours and getting specific admissions/application information related to students' programs, majors and careers.		announcing said workshops. Possibly providing laptops/ipads for students.
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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, resources, etc.).

Because of the increase in the amount of students inquiring about their university applications and course requirements for certain schools and programs, along with the universities adding more requirements to their programs as well as the application process becoming more and more detailed and comprehensive as well with all now doing supplemental or mid-year updates/applications along with the Fall applications, having a Faculty Transfer Counselor conduct transfer related workshops and attending conferences, webinars transfer regional meetings and coming on university tours, the need for a full-time dedicated Transfer Counselor is paramount for this program. In addition, with the statistical information that we are trying to keep and analyze with multiple and diverse groups of students and all of the data we collect and compile from a multitude of events, activities, workshops, Transfer Club and university representatives with their student contacts and scheduling of appointments for university representatives as well as updating the Transfer Website (in particular the Event Calendar) the need for a Staff Assistant , I believe is essential and critical. This will allow us to get a more real time picture of any gaps that we need to address as well as support to any programs that are already thriving.

If the challenges listed above are addressed, it allows the Transfer Program Supervisor to present more class presentations and workshops, actively recruit more students for our dynamic Transfer Club as well as train them not only to be student officers, but student leaders for CSM and after they transfer at four-year university or in the community.

The other opportunity which has been increasingly on the rise is attending more on campus outreach for new and continuing students as well as outside community events promoting not only CSM, but the Transfer Program which has always been students main focus of attending a community college. One of these areas that has been established and could increase more is reaching out to high school Seniors. Coordinate with CSM Marketing.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
    - What will your assessment focus on?
    - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?

- o Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
        - o Assessment plan: What is the planned activity or intervention?
        - o Describe next steps and the timeline for your SLO/SAO assessment
    - Resources for SLO/SAO assessment
        - o What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
The *SLO* planning to be measured for 2023-2025 is to offer more outreach opportunities – particularly to under-represented groups for learning and understanding how to successfully navigate through the transfer process by utilizing the university application filing websites (UC, CSU & Independent Colleges and Universities). Students applying for Transfer range from various programs and disciplines as well as Learning Communities and under-represented students in a diverse range of CSM programs and Student Clubs, as well as outreaching to divisions and departments across the college.	Develop workshops and class presentations as well as campus wide outreach events for students applying to a four year universities. The interventions on completing this task is to host workshops during various dates and times by inviting several university representatives from different campuses in the UC/CSU and Private University educational systems. Go into classrooms and student clubs and divisional/departmental meetings as well as possibly doing large scale campus events in the Bayview Dining Room which focus on the transfer process, Also offering Q&A via ZOOM, drop-in at outreach events and with university representatives doing tabling on campus promoting their programs and services.	Allocated space to conduct said workshops, Counseling Faculty to answer specific class scheduling questions and academic requirements as well as Student Ambassadors who can assist students in filling out the university filing applications.
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b) **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 whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

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 (see 3a and 3b).

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
Continue to 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	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 ASCSM Student Club Officers allowing scheduled Class/Club time or separate time to

	students from all constituencies and attending classes to specifically share information regarding TAP/TAG ; Utilizing the Community Relations & Marketing Department to send out CSM Bulletins and weekly updates to staff, faculty and students promoting TAP/TAG Workshops and meeting with Counselors.				**conduct presentations and workshops with those students . Also, a Transfer Counselor to meet individually with students to plan their programs and conduct workshops and train counselors on the process; Staff Assistant 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 and help market the campaign through flyers, websites and direct emails. Utilize CSM Marketing & Outreach i.e campus announcements. Direct emails and Bulldog Bulletins.**
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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:

- State of California Employment Development Department, Labor Market Information Division (the official source for California Labor Market Information):
- 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?