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COMPLETE

**Collector:** Email Invitation 1 (Email)  
**Started:** Monday, December 02, 2019 8:59:08 AM  
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**Time Spent:** Over a month  
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Page 1: I. Service Area Overview and Update

**Q1** Department(s) Reviewed:

Transfer Center (TC) Department

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**Q2** Lead Author and Collaborators:

Amaliya Blyumin, Transfer Center Coordinator; Alisa Rowland (part-time faculty). The PR was shared with the Department Chair of Counseling.

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**Q3** Dean/Manager:

Nicole Jones

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Page 2: II. Service Area Reflection and Description

**Q4** Provide your service area's mission statement:

The Cuyamaca College Transfer Center utilizes an equity-minded approach in preparing students for a smooth and successful transition from community college to baccalaureate-level institutions. We are committed to empowering and motivating students to fulfill their educational goals while aligning with the College's strategic plan.

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**Q5** Describe how your service area supports the College's mission:

Transfer Center supports the mission of Cuyamaca College based on the various transfer services provided to a diverse student population with an equity-minded approach. The services include transfer fairs, meetings with university representatives throughout the academic year, counseling appointments, application reviews for CSU and UC applicants, Annual Transfer Achievement Celebrations, and other transfer related resources. These services create access and allow students to learn about the transfer process and apply to baccalaureate-level institutions upon completing required courses.

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**Q6** Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:  
The Transfer Center Coordinator in collaboration with the part-time Transfer Counselor, Articulation Officer and General counselors updated the catalog description and forwarded it for the approval to the Dean of Counseling Services and to Julie Kahler to post in the 2020-2021 catalog.

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Page 3: III. Curriculum Review, Assessment, and Student Success

**Q7** Does your service area offer any credit courses? **No**

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Page 4: III. Curriculum Review, Assessment, and Student Success

**Q8** Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

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Page 5: III. Course Curriculum, Assessment, and Student Success

**Q9** Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Respondent skipped this question**

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**Q10** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

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**Q11** Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

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**Q12** What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

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Page 6: III. Course Curriculum, Assessment, and Student Success

**Q13** How has the department or discipline's success rate across all courses changed over the past 5 years? Respondent skipped this question

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**Q14** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline? Respondent skipped this question

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**Q15** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall? Respondent skipped this question

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**Q16** What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students? Respondent skipped this question

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**Q17** What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year? Respondent skipped this question

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**Q18** How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review? Respondent skipped this question

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Page 7: III. Course Curriculum, Assessment, and Student Success

**Q19** Does your service area/program have distance education (online) courses? Respondent skipped this question

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Page 8: III. Course Curriculum, Assessment, and Student Success

**Q20** Are there differences in success rates for distance education (online) versus in-person sections? Respondent skipped this question

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Page 9: III. Course Curriculum, Assessment, and Student Success

**Q21** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? Respondent skipped this question

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**Q22** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

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Page 10: IV. Degree and Certificate Programs

**Q23** Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

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Page 11: IV. Degree and Certificate Programs

**Q24** For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

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Page 12: IV. Degree and Certificate Programs

**Q25** Degree/certificate #1:

Respondent skipped this question

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**Q26** Degree/certificate #2:

Respondent skipped this question

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**Q27** Degree/certificate #3:

Respondent skipped this question

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**Q28** Degree/certificate #4:

Respondent skipped this question

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**Q29** Do you need to include more degrees and/or certificates?

Respondent skipped this question

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Page 13: IV. Degree and Certificate Programs

**Q30** Degree/certificate #5:

Respondent skipped this question

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**Q31** Degree/certificate #6:

Respondent skipped this question

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**Q32** Degree/certificate #7:

Respondent skipped this question

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**Q33** Degree/certificate #8:

Respondent skipped this question

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**Q34** Do you need to include more degrees and/or certificates?

Respondent skipped this question

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Page 14: IV. Degree and Certificate Programs

**Q35** Degree/certificate #9:

Respondent skipped this question

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**Q36** Degree/certificate #10:

Respondent skipped this question

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**Q37** Degree/certificate #11:

Respondent skipped this question

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**Q38** Degree/certificate #12:

Respondent skipped this question

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Page 15: IV. Degree and Certificate Programs

**Q39** How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

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**Q40** Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

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**Q41** Can students complete the degree/certificate requirements within a two-year period? \*\*requirement of Title 5, California Code of Regulations

Respondent skipped this question

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Page 16: IV. Degree and Certificate Programs

**Q42** How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

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**Q43** Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

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**Q44** Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

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Page 17: IV. Degree and Certificate Programs

**Q45** Does your service area directly serve students?

Yes

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Page 18: V. Student Service Area Assessment & Data Analysis

**Q46** How does the service area student population differ from the College's overall student population, if at all?

Here is the comparison how Transfer Center (TC) student population differs from the College's overall student population:

- There was an underrepresentation of African-American/Black students (4%) and Hispanic/Latinx students (31%) who had direct contact with a TC counselor.
- There was an overrepresentation of white students (51%).
- There was an overrepresentation of students aged 20-24 years (40%), and an underrepresentation of students aged 40+ years (9%).
- There was an overrepresentation of economically disadvantaged students (59%).
- There was an underrepresentation of students who are veterans (2%).
- There was an overrepresentation of first-generation students (40%).

The data is attached. The indirect contact indicates students that utilized the computer lab only.

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**Q47** How does the service area ensure it is addressing the needs of its student population?

The Transfer Center (TC) department, due to lack of human resources and budgetary constraints, is not equipped to assist all transfer students who have identified transfer as their educational goal on CCC Apply and address their needs. Because of that, TC serves only those students who actively seek our services, and is not able to reach out to unrepresentative students and create a streamlined partnerships with other departments to serve unrepresentative students . According to the California Community College Transfer Recommended Guidelines, a joint publication of the CA Community Colleges Chancellor's Office and the CA Community College Transfer Center Directors, a strong transfer culture and a transfer center are part of the campus-wide goals. Furthermore, providing adequate staffing is a must in order to maintain transfer efforts as required by the Title 5 regulations, that states that sufficient funding and staffing need to be available to transfer centers.

Transfer students work with general counselors when it comes to exploring the transfer options, Associate Degree for Transfer (ADT) requirements, admission requirements and policies for various universities. The Transfer Center Coordinator and one part-time counselor assigned to the Transfer Center work with transfer students who have more complicated questions and concerns, such as pre-professional counseling, students with multiple college records and AP/IB scores, UC Transfer Guaranteed Admission (TAG) students, students who need advocacy for admission/articulation, etc. Also, they serve students who are planning to attend the California State University (CSU), University of California (UC) by providing UC TAG, UC/CSU Application Reviews, and SDSU Supplemental application reviews during application periods.

The TC has a blog that allows students to sign up to receive transfer related news. TC is planning to gradually move to use Instagram instead of a blog. TC has worked with EOPS, DSPS, and Veteran counselors to provide at least one CSU Application Review to their students during an application period, but it is not a streamlined process, which means these workshops are not provided every fall. The TC provides the schedule of Application Reviews, the posters for the annual transfer fairs, and all marketing for the annual Transfer Achievement Celebration to various departments.

Unfortunately, the TC is not able to provide any workshops on Transfer Options, Ready to Transfer?, ADT, HBCU TAG, and cannot follow up on the on student satisfaction survey that addressed if their needs were met, and provide more services to students due to lack of resources. TC is able to provide access to transfer students to the universities that visit Cuyamaca College during annual fall and spring transfer fairs. However, most CSUs do not visit Cuyamaca College fairs, with the exception of SDSU, and the TC Coordinator communicated with California's Chancellors office about this inequitable situation.

Furthermore, transfer students have access to SDSU, UCSD, and local private university advisors on an annual basis. Student also have access to SDSU and UCSD advisors on next steps they need to take after being accepted to the university. Unfortunately, the TC Coordinator does not receives data in timely fashion on students who are denied admission to SDSU and UCSD so that students can be reached and given alternative options to transfer.

However, due to having budget with no sufficient funds build in to support all student related activities such as outreach to underrepresented student groups, transportation to universities, college fair trips, various exploration workshops and more, and due to not being fully staffed, the TC cannot ensure that it addresses the needs of its student population to its fullest potential.

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**Q48** Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Most student data is collected by using SARS, a scheduling software that includes student ID numbers and names of students. It also allows counselors to make notes and track how many appointments were made in a year.

Also, TC gets data from the Office of Research, Planning, and Institutional Effectiveness (RPIE) upon request. The data is attached.

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**Q49** What steps is your service area taking to advance the college's student success and equity goals?

The Transfer Center (TC) Coordinator has been part of the Cuyamaca College's Guided Pathways initiative in the past few years. This initiated the conversation of how TC Department should be an integral part of the campus and work in collaboration with instructional faculty, classified staff from around the campus, and administrators to prevent working in silos in student services. Moreover, the TC Coordinator proposed the Guided Pathways Transfer Center Model (GP TC), where the TC Department will be performing as departments of Counseling Services, rather than extension of General Counseling department, and have a robust budget that will allow to independently function from General Counseling department. GP TC Model will allow TC to be involved in all four pillars of GP initiative, work in collaboration with instructional faculty and classified staff. The attached document indicates specific ways how TC will be involved with GP pillars.

The GP TC Model indicates lack of reserved funds in the TC department budget to hire faculty, have means to pay for transfer events, campus visits, outreach to out-of-state universities, and much more. When the TC budget will build up permanent reserve, it will have resources that will allow TC faculty and staff to work as a team with others to provide equitable access to students and help them reach their transfer goals.

TC Coordinator has presented the Guided Pathways Transfer Center Model to Academic Senate of Cuyamaca College in the fall 2019 and got endorsement and recommended to present this model to the Guided Pathways Steering Committee and Cuyamaca College Council. The TC Coordinator will plan to present the new model to those committees in the spring 2020 to advance student success and equity.

Also, TC Coordinator has reviewed and rewritten the TC mission statement and TC goals in collaboration with other student services faculty, with the Institutional Effectiveness & Student Equity office. In addition, the TC coordinator will work with the Institutional Effectiveness & Student Equity office and the SLO Coordinator to update SLOs and SAOs to make sure that the TC aligns with college's student success and equity goals.

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**Q50** OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Transfer Center Student Direct and Indirect Contact Demographics 2018-19.pdf (96.3KB)**

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**Q51** OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**CuyamacaTransfertoCSU-UC-2018-2019.pdf (626.8KB)**

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**Q52** OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**TCGuided Pathways Model-fall 2019.pdf (293.5KB)**

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**Q53** OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**



**Q54** Does your service area have a SLO/SSO\* assessment plan on file with SLOAC?\*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?:  
The SLOs # 1 and 2 were focused on how much knowledge students have about the ADT and SDSU Supplemental Application process and was assessed based on the pre and post surveys created by TC Coordinator and administered to students during the CSU application reviews in the fall semester. The SLO # 3 assessed how many students successfully completed the UC TAG application, and this was assessed based on the data gathered from the UC TAG online application link. Since the TC is revised and created the new goals to include the Guided Pathways Transfer Center Model. It will create new SLO's and SAO's to reflect the new goals. The new SLOs and SAO's will be reflected in the spring 2021 annual update.

**Q55** In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Transfer Center Coordinator always sends an email to all faculty about important transfer news such as transfer fairs, transfer newsletters, and transfer achievement celebrations. Recently, the Transfer Center's Advisory Board committee has added instructional faculty representation from various divisions which was lacking in the past.

The Transfer Center worked with Admissions & Records, specifically with Evaluators to establish an ADT verification process and continues to improve this process every year. The TC coordinates with Financial Aid office to provide income verification to UCSD about current University Link students. Transfer Center Coordinator provides training to Student Ambassadors on an annual basis, attends weekly counseling department meetings, provides transfer updates, coordinates training to counseling faculty, and works collaboratively with the Department Chair of Counseling services. Most of the collaboration is with Student Services, which makes achieving student success and equity goals limiting.

TC will try to continue to collaborate with all areas of instruction when it comes to achieving college's and center's student success and equity goals. For example, the TC will plan to work with STEM grant, Pathways Academy, and English department to expand university representations at their areas, to provide campus tours, to create a Transfer Day event, where various departments from a specific campus can come to our college, provide information and build connections with our students, faculty and staff. However, due to being understaffed, most collaborations are not consistent or sustained.

Also, TC has a computer lab, it serves all students when they register for classes, apply for financial aid, purchase parking, buy textbooks, and more.

Here are the main findings for students who used the TC as a computer lab ( No Direct Contact with Counselor), compared to the college-wide student demographics:

- There was an overrepresentation of female students (57%)
- There was an underrepresentation of Filipino students (<1%) and Hispanic/Latinx students (19%)
- There was an overrepresentation of white students (62%)
- There was an underrepresentation of students that are less than 20 years old (13%) and students aged 20-24 years old (24%)
- There was an overrepresentation of students that are 25-35 years old (35%) and 40+ years old (28%)
- There was an overrepresentation of students with at least one disability (10%)
- There was an overrepresentation of economically disadvantaged students (79%)
- There was an overrepresentation of first-generation students (45%)

These funding are based of students who come to the Transfer Center on their own to use computers.

The attached data also indicates number of students transferring into UC & CSU systems:

The number of students transferring to the CSU, and UC systems has gradually been going up since 2008-2009 year.

In addition, Cuyamaca is in partnership with Point Loma Nazarene University (PLNU) for Adult Degree Completion programs, where students can obtain their PLNU BA degrees while physically completing courses at Cuyamaca in Child Development (CD) and Organizational Management. Since fall 2016, 42 students have graduated with their BA in Child Development and 26 students are in process of obtaining their degrees, 20 students are in process of obtaining their BA degree in Organizational Management.

Also, there is a data indicating that Cuyamaca students who pursue Associate Degree for Transfer (ADT) are transferring to National University. Most popular degrees are Psychology BA, Business BA, Public Health BS, and Biology BS.

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**Q56** Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

**CuyamacaTransferto Data.pdf (905.3KB)**

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**Q57** Please describe your service area strengths.

The Cuyamaca College Transfer Center is a team oriented and student centered department. The faculty and student staff connects well with students. TC Counselors offers accurate and clear information to students. TC Coordinator is an important resource to the General Counseling and Categorical Counseling faculty, staff and to students.

In the past 10 years, due to lack of human resources, the Transfer Center coordinator had performed necessary tasks, like answering the phone, providing front staff services and support to students who come through TC doors in order to cultivate the student centered approach. Transfer Center is involved with Outreach-High School & Community Relations activities such as Welcome Day, Got Plans?, and the High School Counselor Breakfast. TC provides Application Reviews for students who are in process of applying to CSU and UC campuses. TC offers annual Transfer Fairs, in the fall and spring, an annual Transfer Achievement Celebration in the spring, and university representative visits to campus on monthly bases. TC also has annual Advisory Board meeting, that includes members from UCSD, SDSU, local private universities (SDEC), Cuyamaca counseling and instructional faculty, and High School Counselor to reflect on transfer rates and transfer activities.

Due to Cuyamaca's partnership with PLNU, transfer students are earning their degrees without leaving Cuyamaca campus. In addition, the TC Coordinator meets on annual basis with representatives from UCSD, SDSU, San Diego Education Consortium (SDEC) and with Transfer Center Directors from Region X to go over the transfer related data, upcoming changes, and other crucial news that impact transfer students.

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**Q58** Please describe your service area challenges.

The biggest challenge in the Transfer Center Department is that it does not have reserved funds in its budget to fully function independently from General Counseling Department. Historically TC department have functioned under General Counseling department at Cuyamaca College; however, the TC is an independent department under Student Services and according to the CA Community College Transfer Recommended Guidelines it should work in collaboration with General Counseling, instructional faculty, classified staff, and administration to enhance transfer services to students. Because of this limitation TC is not able to provide comprehensive services to students, especially students from underrepresented groups, and grow as a department . Furthermore, this limitation has affected other challenges such as:

1. There has not been any classified staff hired that is assigned to the Transfer Center after the person assuming the duties stepped down 10 years ago.
2. Transfer Center Department does not have allocated budget to hire part-time counseling faculty or to pay for events; it relies on the general Counseling budget, which is limited.
3. TC does not have a comprehensive budget to cover ongoing technology expenses.
4. TC does not have a comprehensive budget to cover campus tours for students to explore various transfer opportunities.
5. TC does not have the electronic system where transfer students' contact can be readily accessed if any pressing transfer related information becomes available, such as workshops provided by various university representatives, university open off cycle, etc.
6. There is no transparent process where transfer information can be relayed to instructional faculty and staff.
7. There is no tracking system of students who have been served outside of the Transfer Center Department.
8. The TC does not have the electronic education plan software, which makes it hard to track students without a comprehensive education plan.
9. The TC relies on transfer data from specific universities, the data is not readily available. But even when it is available, TC Coordinator does not have time to follow up with students to help them with their next steps because TC Coordinator performing duties of the classified staff.

Due to these challenges, the TC Department cannot grow and has to limit availability of services to students.

Here are the list services that are not and cannot be performed without a comprehensive center:

1. Zoom online Appointments
2. Transfer Options & Ready to Transfer workshops
3. Common Application reviews
4. ADT vs General Pathway Transfer workshop
5. HBCU workshops
6. HBCU Transfer Fair
7. Increase access for categorical students
8. Increase access for veteran students
9. New partnerships with non-local CSUs & UCs
10. Outreach to eligible students about UC TAG
11. Spend more time researching new transfer pathways
12. Do research on spring admission deadlines & reach out to students
13. Create Major Day Fairs (various departments for UC and CSU)
14. Implement Transfer Month
15. University Campus visits/tours
16. Graduate school counseling/info
17. Strong partnership with Nursing, Pharmacy, and Medical schools
18. Provide info on scholarship opportunities
19. Provide info on out of state and WUE
20. Evening hours
21. Stronger partnerships with local accredit private universities (SDEC)
22. Partnership with National Association for College Admission Counseling (NACAC)
23. Communication with instructional faculty about SDSU/UCSD representatives on campus
24. Transfer onnortunities abroad

24. Transfer opportunities abroad
  25. Classroom Visits
  26. Parent info sessions for prospective students
  27. Working with each instructional department to explore transfer
  28. Outreach to underrepresented groups on campus
  29. Attend various conferences like UC Ensuring Transfer Success, CSU, WACAC due to budget limitations
  30. Monthly activities flyer (includes workshops and other events regarding transfer)
  31. Information about Cross-Enrollment Programs
  32. Offer information on Nursing program, in-state and out-of-state
  33. Information on Ivy League institutions
  34. Outreach to the International students, most Cuyamaca International students are transfer student
  35. Provide a comprehensive support to international transfer students
  36. Create online resources to help with university application process
  37. Not able to work with four year institutions to promote their programs to eligible students
  39. Continues Transfer Training to Counseling and Instructional faculty
  40. Transfer Project, showcasing Cuyamaca Faculty and their college experiences
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**Q59** Please describe external influences that affect your service area (both positively and negatively).

Here is the list of the external influences that affect TC on regular basis.

1. Recently, CSUMentor, CSU application website, changed to Cal State Apply. The Transfer Center Coordinator provided training to all counseling faculty. New PowerPoint presentations were created and updated to help students during application reviews and new hand outs were created to help students create an account and start the application on the new Cal State Apply website. The Cal State Apply website still has glitches. The TC Coordinator is serving as a liaison for students and all counseling faculty, including categorical areas with any application issues or concerns.

2. San Diego State University (SDSU) and University of California San Diego (UCSD) are the only two public universities in our local service area. Even though, California State University San Marcos (CSUSM) is one of our local universities because it is in San Diego County, Cuyamaca transfer students are not considered local when it comes to admission into CSUSM because they deem students from MiraCosta, Palomar and Mount San Jacinto colleges as local. Each university made significant changes to their admission process over past several years.

a. Due to implementation of ADT, SDSU majors that align with ADT do not offer Transfer Admission Guarantee (TAG), which puts many local students in disadvantage. SDSU implemented three transfer pathways, and utilizes a tier system for admission which is based on students being "local" or "non-local" and each pathway has different interpretation of "local" criteria.

b. The fall 2015, SDSU provided region X Transfer Center Directors with a list of their majors and the minimum GPA required and admitted GPA for the last time. They decided not to share this information anymore. This created more confusion and distress among students because they are not informed on how competitive their GPA is when applying. For instance, student understand that the minimum GPA for Art: Graphic Design is 2.75, however, the admitted GPA was above 3.6, so a student with 3.5 GPA thinks they have a strong opportunity to get accepted, but they do not. Moreover, this information fluctuates every year, and when asked to at least provide the GPA range, they refused.

c. UCSD has eliminated the TAG to local students and significantly changed the UniversityLink (ULink) program by limiting eligibility criteria on student's income to \$40,000 per year (without indicating the number of people in household) and requiring students to complete all major preparation courses within three years of submitting the online ULink application.

d. The University of California (UC) system established Transfer Pathways that allow students to prepare for transfer to specific majors but have not decided which UC they want to apply. However, the major preparatory courses selected could over prepare or under prepare the student depending on which campus/major the student ultimately elects to attend. This defeats the purpose of Transfer Pathways, and students are encouraged to follow each campuses major prep, by UC advisors.

e. The UC system introduced and developed the the Transfer Pathway model, but does not guarantee admission to the UC system.

f. CSUSM constantly redefines the definition of "local" priorities. Also, they made a major change in admission into ADT Business majors, which negatively impacts transfer student from our area. They accept only a handful transfer students into the Nursing program.

g. Transfer rates are affected by number of spaces available at universities, cost of attendance, the location of the university, family obligations, and more.

3. "ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California." (Assist.org, 1/28/2018). Assist moved from Assist Legacy to Assist Next Gen in June 2018. The move had been delayed each year. This year Assist Next Gen went live, however, it has major glitches, and limited amount of features that help counselors, and the articulations are not up to date for all universities. Therefore, counselors are utilizing additional resources, such as department websites, catalogs, and other resources by the CSU and UC campuses to provide up-to-date information to students. Often, students have to return for multiple appointments to complete educational plans and further straining the already limited resources in the TC Department.

4. College budget and how it is allocated. No budget allocation to the TC Department for student activities, furniture, or technology replacement.

a. The Transfer Center Department budget (2018-2019) had no allocation for an adjunct salary for over ten years. TC relies on General Counseling Department budget, which allows to have only one adjunct counselor who can work up to 10-12 hours per week, due to General Counseling budget restriction.

b. There is \$ 1,972 allocation in supplies which is spent on meals and refreshments for university representatives during transfer fairs, and during Transfer Achievement Celebration. This amount is not sufficient to sustain and maintain the furniture and technology needs of the department.

**Q60** Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Even though the Transfer Center Department is in dire need to function as a self sufficient department, the TC Coordinator is involved with campus wide Guided Pathways initiative and wants to implement following in the next 4 years:

1. Piloting the partnership with instructional faculty/department
2. Advocating and creating new Degree Completion programs at Cuyamaca College.

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Page 22: VII. Previous Goals: Update (If Applicable)

**Q61** Would you like to provide an update for your previous program review goal(s)? **Yes**

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Page 23: VII. Previous Goals: Update (If Applicable)

**Q62** Previous Goal 1:

The Transfer Center will implement smooth and efficient day to day operations.

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**Q63** Which College Strategic Goal does your service area most directly support? **Organizational Health**

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**Q64** Please describe how this goal advances the college strategic goal identified above.

TC does not provide smooth and efficient day to day operations. TC coverage relies on student hourly workers, and at times they cannot be in the center due to class conflicts. TC still has not replaced the 1.0 Student Services specialist position that has been vacant since 2009. Based on College-wide data, the top three degrees awarded in 2016-2017 and 2017-2018 were University Studies Social and Behavioral Sciences, Business Administration for Transfer, and University Studies Science and Math for a total of 182 students in 2016-2017 and 205 students in 2017-2018.

Furthermore, out of almost 10,000 students that applied to Cuyamaca in the past two years, over 60% of them indicated 'transfer' as their 'educational goal' at our college. This means that students need continued support and services from the Transfer Center. This goal will be rewritten to reflect the new Transfer Center Guided Pathways model.

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**Q65** Goal status: **In Progress - will carry this goal forward into next year**

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Page 24: VII. Previous Goals: Update (If Applicable)

**Q66** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

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**Q67** Do you have another goal to update? **Respondent skipped this question**

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Page 25: VII. Previous Goals: Update (If Applicable)



**Q68** Please describe action steps for the year:

This goal will be rewritten to reflect the new Transfer Center Guided Pathways model. Also, TC will continue to request 1.0 classified position through Program Review and request to have a functioning budget so that TC Department that can cover the costs related to serving students.

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**Q69** How will this goal be evaluated?

TC completes an annual program review in which it can indicate the progression of completion of this goal.

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**Q70** Do you have another goal to update? **Yes**

---

Page 26: VII. Previous Goals: Update (If Applicable)

**Q71** Previous Goal 2:

The Transfer Center will publicize the new Associate Degrees for Transfer (ADT) to Cuyamaca College students.

---

**Q72** Which College Strategic Goal does your service area most directly support? **Student Validation and Engagement**

---

**Q73** Please describe how this goal advances the college strategic goal identified above.

This goal was in place because ADT was a relatively new concept for transfer students in the past five years. TC Department and General Counseling did an amazing job on helping students understand the ADT and how having this degree would help or diminish their chances of being accepted into the CSUs. This goal is completed.

---

**Q74** Goal status: **Completed**

---

Page 27: VII. Previous Goals: Update (If Applicable)

**Q75** Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was in place because ADT was a relatively new concept for transfer students in the past five years. TC Department and General Counseling did an amazing job on helping students understand the ADT and how having this degree would help or diminish their chances of being accepted into the CSUs.

---

**Q76** Do you have another goal to update? **Yes**

---

Page 28: VII. Previous Goals: Update (If Applicable)

**Q77** Please describe action steps for the year: **Respondent skipped this question**

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**Q78** How will this goal be evaluated? **Respondent skipped this question**

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**Q79** Do you have another goal to update? **Respondent skipped this question**

---

Page 29: VII. Previous Goals: Update (If Applicable)

**Q80** Previous Goal 3:

The Transfer Center will provide classroom presentations regarding general transfer processes to Cuyamaca College students.

---

**Q81** Which College Strategic Goal does your service area most directly support? **Student Validation and Engagement**

---

**Q82** Please describe how this goal advances the college strategic goal identified above.

This goal was in place to continue dialog between instructional and student services faculty and present transfer related information to prospective transfer students.

---

**Q83** Goal status: **Deleted**

---

Page 30: VII. Previous Goals: Update (If Applicable)

**Q84** Please describe the results or explain the reason for the deletion/completion of the goal:

TC Coordinator and designated transfer center part-time counselor have provided few classroom presentations. However, with Guided Pathways initiative, the student services and instructional faculty have been collaborating and trying to create new ways of communication that eventually will reach more students and provide them with essential information about transfer process. Moreover, that goal was not sustainable because it would have not been possible for the TC Coordinator and TC part-time counselor to work with students in the office and do classroom presentations in large volumes.

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**Q85** Do you have another goal to update? **No**

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Page 31: VII. Previous Goals: Update (If Applicable)

**Q86** Please describe action steps for the year: **Respondent skipped this question**

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**Q87** How will this goal be evaluated? **Respondent skipped this question**

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**Q88** Do you have another goal to update? **Respondent skipped this question**

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Page 32: VII. Previous Goals: Update (If Applicable)

**Q89** Previous Goal 4: **Respondent skipped this question**

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**Q90** Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

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**Q91** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

---

**Q92** Goal status: **Respondent skipped this question**

---

Page 33: VII. Previous Goals: Update (If Applicable)

**Q93** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

---

Page 34: VII. Previous Goals: Update (If Applicable)

**Q94** Please describe action steps for the year: **Respondent skipped this question**

---

**Q95** How will this goal be evaluated? **Respondent skipped this question**

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Page 35: VIII. New Goals

**Q96** Would you like to propose any new goal(s)? **Yes**

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Page 36: VIII. New Goals

**Q97** New Goal 1:

Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services.

---

**Q98** Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

---

**Q99** Please describe how this goal advances the college strategic goal identified above:

This goal is a revamp of "The Transfer Center will implement smooth and efficient day to day operations."

One of the Colleges Strategic Goals is Organizational Health. One of the steps in this goal is Cuyamaca College's performance on key indicators, including CCCCCO Student Success Scorecard, ACCJC Institution-Set Standards, and Student Success Metrics. One of the Student Success Metrics is identifying the number of students who transferred to UC/CSU, private in-state universities, and out of state universities. However, in the past 10 years, TC has been extremely understaffed, without an adequate budget to support part time faculty hire, to support annual events, to provide smooth and efficient day to day operations. TC still has not replaced the 1.0 student services specialist position that has been vacant since 2009 even though this request has been in the program review each year. TC coverage relies on student hourly workers and at times they cannot be in the center due to class conflicts. Also, Transfer Center is a department within Counseling Services that has no allocated budget for its faculty. Transfer Center has to rely on General Counseling Department's budget when it comes to part-time faculty. At this moment, TC has one part time counselor who can work no more than 10 hours because of limited funds of General Counseling. Having no support staff and no funds to hire part time faculty, indicates that TC cannot help in advancing the Organizational Health goal of our college. Therefore, the TC new goal will provide adequate support to the Transfer Center Department and will play a better role in working with students when it comes to transferring to baccalaureate-level institutions.

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**Q100** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Based on College-wide data, the top three degrees awarded in 2016-2017 and 2017-2018 were University Studies Social and Behavioral Sciences, Business Administration for Transfer, and University Studies Science and Math for a total of 182 students in 2016-2017 and 205 students in 2017-2018. Furthermore, out of almost 10,000 students that applied to Cuyamaca in 2016 and 2017 calendar years over 63% of them indicated 'transfer' as their educational goal at our college which is higher than in 2013 where 59% of students indicated transfer as their goal. This clearly indicates that a high number of students declaring a transfer goal and pursuing a transfer major increasing with time and this means that students need continued support and various services from the Transfer Center that TC cannot provide. Furthermore, why TC cannot provide adequate services to transfer students is because most of the duties of transfer center classified support staff are performed by Transfer Center Coordinator, who is the counseling faculty, and remaining work is performed by student hourlies, including fliers/newsletters, as well as limited SARS functions. Some duties remain unperformed, including coordinating transfer days, various transfer workshops, classroom presentations, creating transfer related reports, etc.

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**Q101** Action steps for this year:

1. Hire a Student Services Specialist assigned to the Transfer Center
  2. Work with administration to allocate sufficient funds to the Transfer Center on permanent basis.
  3. Increase the number of students served by TC Counselor by 5%.
  4. Work with administration to allocate additional funds from other sources to cover the costs of the annual events like Transfer Fairs, Transfer Achievement Celebration, Transfer Center Advisory Board meetings.
- 

**Q102** How will this goal be evaluated?

This goal will be evaluated on annual basis based on the Annual Program Review process.

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**Q103** Do you have another new goal?

**Yes**

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**Q104** New Goal 2:

Create partnerships with instructional areas, local high schools, and transfer institutions to improve students' transfer experience.

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**Q105** Which College Strategic Goal does this service area goal most directly support?

**Guided Student Pathways**

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**Q106** Please describe how this goal advances the college strategic goal identified above:

One of the Colleges Strategic Goals is Guided Student Pathways which focuses on providing advising from start to completion and/or transfer, with assigned point of contact at each state with intervention and resources to help students persist, progress, and complete. Transfer Center plays an important role when it comes to Guided Student Pathways, since more than half of the students attending Cuyamaca are considered transfer students. The Transfer Center Coordinator has maintained partnerships with local four year universities. Due to lack of human resources, and lack of adequate budget of the Transfer Center, other partnerships with instructional faculty, staff, and high school faculty have not been created or maintained. In order for the TC to provide meaningful, equitable, and robust services to our transfer students, there has to be effective partnerships with instructional faculty, staff, local high schools, and universities. This way TC will not be siloed in the Student Services, and students can receive coherent services and be engaged inside and outside of the classrooms.

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**Q107** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

There is no data at this moment to support this goal, however, it is clear based on the work Cuyamaca College has been doing with Guided Pathways, that there is a need for the instructional faculty and student services faculty to work collaboratively to provide coherent services to students.

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**Q108** Action steps for this year:

1. Create a new partnership and maintain it with one department/discipline outside of student services division each year.
  2. Invite high school counselors from local high schools to the Transfer Advisory Board meeting to build new partnerships.
  3. Advocate to build new partnerships with private universities for degree completion programs at Cuyamaca College.
- 

**Q109** How will this goal be evaluated?

The goal will be evaluated on annual basis through Annual Program Review.

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**Q110** Do you have another new goal?

**No**

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Page 38: VIII. New Goals

**Q111** New Goal 3:

**Respondent skipped this question**

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**Q112** Which College Strategic Goal does this service area goal most directly support?

**Respondent skipped this question**

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**Q113** Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

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**Q114** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

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**Q115** Action steps for this year:

Respondent skipped this question

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**Q116** How will this goal be evaluated?

Respondent skipped this question

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**Q117** Do you have another new goal?

Respondent skipped this question

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Page 39: VIII. New Goals

**Q118** New Goal 4:

Respondent skipped this question

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**Q119** Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

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**Q120** Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

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**Q121** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

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**Q122** Action steps for this year:

Respondent skipped this question

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**Q123** How will this goal be evaluated?

Respondent skipped this question

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Page 40: IX. Executive Summary

**Q124** One-page summary:

Per PR co-chair we do not need to submit the summary of the program review.

The first attached document reflects on services we provide at the TC and the services we cannot provide due to not having a comprehensive Transfer Center Guided Pathways Model.

The second attachment is the Transfer Center Plan. The Minimum Standards of 1991 for Transfer Center (Section 51027 of Title 5) are requiring each district to develop and adopt a Transfer Center Plan that would include the activities of the center and the activities provided to students. The plan should include, but not be limited to, five areas: services to be provided to students, facilities, staffing, advisory committee, and evaluation & reporting. The Plan will be re-evaluated every four years along side of the Comprehensive PR.

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**Q125** OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

**TC Services Provided-Not Provided.pdf (87.3KB)**

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**Q126** OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

**Cuyamaca College TC-Plan-2019.docx (14.9KB)**

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Page 41: X. Resources Needed to Fully Achieve Goal(s)

**Q127** Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **Yes**

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Page 42: XI. Faculty Resource Needs

**Q128** Are you requesting one or more faculty positions to achieve this goal(s)? **No**

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Page 44: XIII. Classified Staff Resource Needs

**Q129** Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

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Page 46: XV. Technology Resource Needs

**Q130** Are you requesting technology resources to achieve your service area's goal(s)? **No**

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Page 48: XVII. Supplies, Equipment, & Other Resource Needs

**Q131** Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **Yes**

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Page 50: XIX. Facilities Resource Needs

**Q132** Are you requesting facilities resources to achieve your service area's goal(s)? **No**

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Page 52: Final Check

**Q133** If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**

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