

# #10

COMPLETE

**Collector:** Email Invitation 1 (Email)  
**Started:** Thursday, December 03, 2020 10:18:21 AM  
**Last Modified:** Friday, January 15, 2021 12:56:42 PM  
**Time Spent:** Over a month  
**First Name:** Amaliya  
**Last Name:** Blyumin  
**Email:** Amaliya.Blyumin@gcccd.edu  
**Custom Data:** Transfer Center  
**IP Address:** 23.126.152.141

---

Page 1: I. Service Area Overview and Update

## Q1

I.1 Department(s) Reviewed:

Transfer Center Department

---

## Q2

1.2 Lead Author:

Amaliya Blyumin- Transfer Center Coordinator

---

## Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Alisa Rowland-part time faculty and Raad Jerjes- Counseling Department Chair

---

## Q4

I.4 Dean/Manager:

Nicole Jones- Dean, Counseling Services

---

## Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

Last year the Transfer Center (TC) completed the comprehensive program review, which gave an opportunity to the Transfer Center to reflect on the mission statement, previous goals, and new goals and the role of the Transfer Center while campus is going through the Guided Pathways transformation. During last year the mission statement, the new goals were revisited and rewritten to reflect equity minded approach and TC Coordinator started to connect with various departments to strengthen the partnership between Transfer Center and instructional faculty.

Unfortunately, the Transfer Center Department still is functioning without a sufficient budget to serve all Cuyamaca transfer students. In addition due to global pandemic, student hourly hours have been cut even more. The TC moved all of the services to virtual platform starting March 2020 due to COVID 19. Furthermore, there were external challenges, such as admissions limitation into the CSU and UC systems, and the lack of technology available for students and faculty during the pandemic.

However, there are new partnership with National University, that will offer Bachelor of Public Administration – Waterworks Management Pathway, which will cater to students from Center for Water Studies. Also, National University have partnered with Cuyamaca College and the Health Sciences High and Middle College to develop a teacher pathway. This pathway is open to all Cuyamaca students. Hopefully these partnerships will continue to grow and students will have more opportunities when it comes to various major choices. The Transfer Center continue working with SLO coordinator and with Institutional Effectiveness, Success, and Equity office to reflect on the new path that Transfer Center Department is embarking on that includes services focusing on guided student pathways with an equity lens.

---

## Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

## Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

Please see the attached report of the students who received counseling via the Transfer Center, compared to our student population, this data is unduplicated. This shows that the following groups are slightly under-represented in the Transfer Center data:

- Female students (54% of students who received TC counseling in 2019-2020 were female, while 56% of our student population that year was female);
- Black students (4% of students who received TC counseling were Black, compared to 6% of our student population);
- Latino students (34% of students who received TC counseling were Latino, compared to 33% of our student population);
- Students who are 25 years or older (28% of students who received TC counseling compared to 27% of our population) this might be because older students have educational goals other than transferring);
- Students with at least one disability (7% of students who received TC counseling had at least one disability, compared to 8% of our student population);
- Veteran students (2% of students who received TC counseling were veterans, compared to 3% of our student population);
- Foster youth students (only one student who received TC counseling was a foster youth student, even though this group comprised about 1% of our student population).

This indicates minor equity gaps between students served in TC and general populations, with discrepancies in 1 to 2%.

**Q7**

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

This data was compiled based on unduplicated SARS data. We needed to use unduplicated data for access/success analysis. Even though the equity gaps are not big, there is always an opportunity for the Transfer Center to provide more targeted outreach/in-reach to these student groups to increase their access to and utilization of Transfer Center counseling. This may include partnering with (or continuing to partner with) other departments and services like Umoja, our Pathway Academy, Veterans Resource Center, DSPPS, NextUp, etc. Currently, most of these partnerships are not consistent due to lack of resources. For these outreach efforts to be consistent and productive, the Transfer Center has to be a Comprehensive Center by having additional resources and funds.

---

**Q8**

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

**Transfer Center Counseling Student Demographics - 2019-2020.pdf (94.4KB)**

---

**Q9**

Respondent skipped this question

OPTIONAL UPLOAD 2: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

---

**Q10**

Respondent skipped this question

OPTIONAL UPLOAD 3: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

---

**Q11**

Respondent skipped this question

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

---

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

**Q12**

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

---

**Q13**

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

---

## Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

The Transfer Center has 2 SAOs and 1 SLO.

TC SAO:

1. Increase the number of students served by TC Counselor by 2% each year.

Since the Pandemic, the Transfer Center has its own location on SARS (scheduling system) which will allow TC to clearly track the number of students who will be served for upcoming years and who were served in Spring 2020. TC had to use duplicated data to show volume of services provided. Based on that data, TC served 1154 students in 2018-2019 and served 3153 students in 2019-2020. This includes appointments, drop-in counseling and application workshops. The TC Coordinator was on a Sabbatical during Spring 2019. This increase in number of students served could be due to changes made on how TC conducted SDSU Supplemental Application Workshops, also due to providing services virtually. Going forward, TC will be able to track data more accurately due to having its own location on SARS. In order for the data to be consistent and accurate, the 2020-2021 data will be used as a baseline to assess SAOs and SLOs, since TC has only Transfer Center Coordinator and Transfer part-time Counselor who serves students in the TC Department. The increase of over 173% will not be used for analysis and TC will keep 5% increase in services to students for the upcoming year as a goal.

2. Create and maintain a new partnership with one department/discipline outside of the student services division each year.

Since the pandemic, all work has been remote, The Transfer Center Coordinator decided to use this opportunity to attend 10 instructional faculty department meetings during fall 2020 staff development week. The goal is to meet and introduce the Transfer Center and its services to most instructional faculty by end of 2020-2021 academic year.

TC SLO:

1. Students who attend CSU or UC Application Reviews will accurately articulate the next steps required in the transfer process, including the SDSU Supplemental Application or UC Transfer Academic Update (TAU).

Out of 230 students who attended CSU and UC application review workshops in the fall 2020, 95 students completed the online survey on next steps students must take after submitting their application. Out of 95 students, 42 students (53%) used the survey to ask questions about their application. Since this was a new survey and TC was conducting the workshops virtually for the first time, it was clear that the students were confused on what they needed to indicate on the survey. TC Counselors will do a better job on clarifying the next steps and making sure students know the intention behind the survey for the next year.

---

## Q15

Respondent skipped this question

OPTIONAL: Please use the Upload button below to attach any additional documentation you would like to include.

---

**Q16**

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.

---

**Q17**

**In Progress - will carry this goal forward into next year**

Goal Status

---

Page 5: III. Previous Goals: Update continued

**Q18**

**Respondent skipped this question**

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

---

**Q19**

**Respondent skipped this question**

Do you have another goal to update?

---

Page 6: III. Previous Goals: Update continued

**Q20**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

- 1.Hire a Student Services Specialist Assigned to the Transfer Center
  - 2.Work with administration to allocate sufficient funds under Transfer Center budget to hire part time faculty.
  - 3.Increase the number of students served by TC Counselor by 5%.
  - 4.Work with administration to find additional funds from other sources to cover the costs of the annual events like Transfer Fairs, Transfer Achievement Celebration, Transfer Center Advisory Board meetings.
- 

**Q21**

**Yes**

Do you have another goal to update?

---

Page 7: III. Previous Goals: Update continued

**Q22**

Goal 2:

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

---

**Q23**

**In Progress - will carry this goal forward into next year**

Goal Status

---

Page 8: III. Previous Goals: Update continued

**Q24**

**Respondent skipped this question**

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

---

**Q25**

**Respondent skipped this question**

Do you have another goal to update?

---

Page 9: III. Previous Goals: Update continued

**Q26**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

- 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.
- 

**Q27**

**No**

Do you have another goal to update?

---

Page 10: III. Previous Goals: Update continued

**Q28**

**Respondent skipped this question**

Goal 3:

---

**Q29**

**Respondent skipped this question**

Goal Status

---

Page 11: III. Previous Goals: Update continued

**Q30**

**Respondent skipped this question**

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

---

**Q31**

Respondent skipped this question

Do you have another goal to update?

---

Page 12: III. Previous Goals: Update continued

**Q32**

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

---

**Q33**

Respondent skipped this question

Do you have another goal to update?

---

Page 13: III. Previous Goals: Update continued

**Q34**

Respondent skipped this question

Goal 4:

---

**Q35**

Respondent skipped this question

Goal Status

---

Page 14: III. Previous Goals: Update continued

**Q36**

Respondent skipped this question

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

---

Page 15: III. Previous Goals: Update continued

**Q37**

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

---

Page 16: IV. New Goals

**Q38**

**Yes**

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

---

Page 17: IV. New Goals continued

**Q39**

New Goal 1:

Identify the barriers to transfer for students of color.

---

**Q40**

**Student Validation and Engagement**

Which College Strategic Goal does this department goal most directly support? (Check only one)

---

**Q41**

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

This goal provides validation and engagement; helping diverse student populations understand their role in transfer process. The Transfer Center encourages students to become an advocate of their education path which goes hand in hand with one of the colleges strategic goals.

---

**Q42**

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Based on the reports provided by the Institutional Effectiveness and Student Equity Office there are few small equity gaps and TC would like to learn how to address them.

---

**Q43**

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

1. Work with the Institutional Effectiveness and Student Equity Office to pilot student survey with special programs such as Pathways Academy and UMOJA to learn about student's experience about transfer.
  2. Based on the finding of the survey, formulate recommendations.
- 

**Q44**

How will this goal be evaluated?

This goal will be evaluated during next Annual Program Review cycle.

---



**Q45**

No

Do you have another new goal?

---

Page 18: IV. New Goals continued

**Q46**

Respondent skipped this question

New Goal 2:

---

**Q47**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

---

**Q48**

Respondent skipped this question

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

---

**Q49**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q50**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q51**

Respondent skipped this question

How will this goal be evaluated?

---

**Q52**

Respondent skipped this question

Do you have another new goal?

---

Page 19: IV. New Goals continued

**Q53**

Respondent skipped this question

New Goal 3:

---

**Q54**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

---

**Q55**

Respondent skipped this question

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

---

**Q56**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q57**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q58**

Respondent skipped this question

How will this goal be evaluated?

---

**Q59**

Respondent skipped this question

Do you have another new goal?

---

---

Page 20: IV. New Goals continued

**Q60**

Respondent skipped this question

New Goal 4:

---

**Q61**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

---

**Q62**

Respondent skipped this question

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

---

**Q63**

**Respondent skipped this question**

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q64**

**Respondent skipped this question**

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q65**

**Respondent skipped this question**

How will this goal be evaluated?

---

Page 21: V. Resources Needed to Achieve Goal(s)

**Q66**

**Classified Resource Needs**

What resources is your program requesting this year to achieve the program's goal(s)?

---

Page 23: Final Check

**Q67**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

---