

#4

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Friday, December 08, 2023 9:59:36 AM
Last Modified: Tuesday, December 12, 2023 1:38:19 PM
Time Spent: Over a day
First Name: Amaliya
Last Name: Blyumin
Email: amaliya.blyumin@gcccd.edu
Custom Data: Transfer Center
IP Address: 160.227.129.208

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Transfer Center (TC)

Q2

2. Lead Author:

Amaliya Blyumin

Q3

3. Collaborators:

Deyanira Preciado, Denise Serrano, Michelle Montano and Full time General Counseling Faculty.

Q4

4. Dean/Manager:

Agustin Orozco

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY **10/04/2023**

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a 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.

Q7

Yes

7. Is the service area description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The Transfer Center supports mission of Cuyamaca College based on the various transfer services provided to a diverse student population with equity-minded approach, based on the data provided for this report, most students served by TC are economically disadvantaged students.

The TC provides services include transfer fairs, meetings with university representatives throughout academic years, providing workshops to students in specific ACPs, providing Transfer 101 workshops to high school students from low socio economic background, counseling appointments, application reviews for CSU, UC, and private/out of state applicants, Annual Transfer Achievement Celebrations, and other transfer related resources. These services create access and allow students to learn about transfer process and receive support applying to four-year universities while completing required courses. The Transfer Center leads students toward the transfer opportunities thus supporting College's mission and values.

Page 3: III. Student and Instructional Service Area Assessment & Data Analysis

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Most student's demographic 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. In addition, TC gets data from the Office of Research, Planning, and Institutional Effectiveness (RPIE) upon request. The data is attached.

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

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

- There was an overrepresentation of Hispanic/Latinx students (40%) compared to the College's overall student population (36%).
 - There was an underrepresentation of white students (23%) compared to College's overall student population (28%).
 - There was an overrepresentation of students aged 20-24 years (57%) compared to College's overall student population (31%).
 - There was an underrepresentation of students aged 40+ years (7%) compared to College's overall student population (15%).
 - There was an overrepresentation of economically disadvantaged students (45%) compared to College's overall student population (35%).
 - There was an underrepresentation of students who are veterans (2%) compared to College's overall student population (3%).
 - There was an overrepresentation of students with disability (10%) compared to College's overall student population (7%).
-

Q11

11. Please discuss any equity gaps in access or success.

The TC was able to close equity gaps serving African American/Black, Hispanic/Latinx and Foster Youth students since last comprehensive program review. Attached the comparison report of students served in the last four years.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

The Transfer Center (TC) is in process of becoming an integral part of the campus due to working in collaboration with instructional/counseling faculty, classified staff, and administrators from around the campus. TC continued to provide application workshops every year for students who are in process of applying, meeting students for an appointments and drop-in. In addition, TC has piloted work with ACP leads and have provided ACP targeted workshops to access more students and provide crucial information about transfer process. In addition, last year, TC provided bilingual workshops (English/Spanish) to high school students, all these efforts were to close equity gaps.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

The data collected from the previous comprehensive review allowed TC to recognize equity gaps in certain populations (see data). This led the Transfer Center Coordinator to form a Transfer Center Equity Workgroup (TCEW) three years ago, which includes members such as Dean of Student Success & Equity, Student Success & Equity Coordinator, Co-Chair of Student Success & Equity Council and Transfer Center Coordinator. During first year the Transfer Center Equity Workgroup (TCEW) focused on surveying students from UMOJA, EOPS, and Pathway Academy to learn what barriers this student population has when it comes to utilizing the TC services. The TCEW also surveyed the instructional faculty based on Academic & Career Pathways (ACP) to learn how they obtain information about transfer services and what their needs are when it comes to communicating with students about the services. Both surveys showed that students and faculty need clear directions on how to access the TC services. The recommendation was to use a larger platform like Canvas to reach out to all enrolled transfer students. During the second year, this led to applying for funds through Equity and Engagement office to pay a part time Counseling faculty to work with the Transfer Center Coordinator to create a TC Canvas shell that has been used by Counseling, ACP faculty and has been used as a communication tool, using announcements with current transfer students since fall 2022. These changes enhances the new path that the Transfer Center Department is embarking on that includes services with an equity lens.

In addition, TC Coordinator has continued to connect with various departments to strengthen the partnership between Transfer Center and Instructional Faculty, since the TC has a strong partnership with student services faculty already. The TC Coordinator continues to work and train ACP leads and Counseling faculty and disseminates transfer information to them.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

Most impactful way TC worked across the college would be working with ACP leads, being part of TCEW, utilizing TC Canvas shell to communicate with transfer students which is advancing the college's vision of equity. Creating new partnerships with university departments to present to prospective or admitted students.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The TC offering the hybrid services. It is easier for students to schedule a virtual appointments/ask quick questions using TC email/TC Canvas shell or TC e-advising and students were able to utilize TC website and/or TC office to schedule in person/virtual appointments/workshops as well. TC Coordinator has been constantly updating the website to keep the information current. The TC website was revamped few years ago and more useful links were added, like 23 CSU campuses, where students can find in one place, information for all 23 CSU campuses: about their programs, on next steps after being admitted or denied admission, and more. The main challenge is lack of classified support in the transfer center in the past 14 years, which has impacted operations on daily bases.

Q16

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

[Transfer%20Center%20DATA%20Four%20Year%20Report%202019-2023.pdf \(543KB\)](#)

Q17

Respondent skipped this question

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

Q18

Respondent skipped this question

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

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16. Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

[Transfer%20Center%20Student%20Services%20Outcomes%20Assessment%20Plan%20Template%202024-28.pdf \(140.1KB\)](#)

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

The key findings were that TC is serving transfer students equitably for the most part compared to the general population in the past four years based on the data collected from the Office of Institutional Effectiveness, Success, and Equity (IESE). After reviewing the data carefully, it was concluded that TC should focus on serving students under age of 20, because before COVID, TC served 28% vs 27% of college population. However, in 2020-2021 TC served 8% vs 22%, in 2021-2022 11% vs 25%, and in 2022-2023 13% vs 27%. There is a significant equity gap in this population and TC will utilize TCEW to find innovative ways to close this gap in upcoming years.

The Transfer Center had 2 SAOs and 1 SLO that are listed below. Transfer Center Coordinator met with SAO/SLO Coordinator in the fall 2023 and the SAO and SLO will be updated for the next 4 years since TC will no longer focuses on growth as much as on innovative programing and closing equity gaps and bringing transfer to the forefront by continuing promoting transfer to students, faculty and staff. The SAO/SLO has been updated.

Q21

Respondent skipped this question

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

The data suggests that even with limited resources TC served more students, which indicates that students continue seek help. TC will continue working with ACP leads in conjunction with department leads to make sure that students are well aware of the services and utilize them when needed. There are constant changes to the application process to CSUs and UCs so TC will continue provide information on the next steps to the transfer students. The challenges have been that the transfer articulation has not been updated in the last 2 years on Assit.org or TAP for SDSU major preparatory courses. For example, during last year's workshops, the Transfer Center Coordinator and TC Counselors came across new curriculum while helping students with their application, which was very frustrating for the students and the transfer counseling faculty. Also, SDSU, UCSD, and CSUSM do not share the list of denied students, and UCSD and CSUSM does not share the list of admitted students as well. This prevents TC reaching out to admitted/denied students to help them with the next steps in their transfer path.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

The old 2020-2024 SAOs were:

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

Based on duplicated data, in 2021-2022 TC Served 1659 and in 2022-2023 TC served 1702 students an increase of almost 2%, this does not include over 1200 emails and contacts with college reps. This increase might be to the fact that TC had 2 part time faculty assigned in the spring 2023. Also, and TC Counselors were offering more flexibility when it comes to the appointments and workshops and students were able to reach counselors through e-advising in addition to the appointments/drop-ins and workshops. It is clear that students need support from TC.

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

TC has created partnerships with all ACP leads and piloted with two ACPs Transfer 101 workshops in the spring 2023. TC coordinator continues to train/work with ACP leads and pass along information from four year pertaining to students in specific ACP.

The new 2024-2028 SAO is:

Work within the ACP framework to offer increased, innovative, and culturally relevant programming for students that aligns with their pathway and transfer goals.

The old 2020-2024 SLO: Students who will attend CSU or UC Application Reviews will acquire knowledge regarding SDSU Supplemental Application or UC Transfer Academic Update (TAU).

Based on the survey, most students were clear on the next steps, however, this SLO must be rewritten next year because SDSU is not requiring Supplemental Application anymore, and instead they are requiring Academic History Update (AHU). Student who worked with Transfer Center were able successfully update CSU AHU and UC TAU in January 2023.

The new 2024- 2028 SLO: Students who attend CSU or UC Application Reviews will accurately identify their next steps regarding SDSU and UCSD admission processes.

Since the admission steps change over time, it makes sense for students to understand the next steps, be aware of the admission deadlines, and more when it comes to the admission process.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

The new SAO and SLO will be able to focus on improving students' success and achieving their goal of transfer. Also, it will help TC to keep the communication going with students in various ACPs, counseling faculty, instructional faculty, administration and staff since there are constantly changes in the transfer world, for example in fall 2023 there has been new programs that will affect transfer students such as CSU Transfer Success Pathway (CSU TSP), the guaranteed admission to the specific major in a CSU. Also, UC Dual Admission (UC DA) program that is same as UC TAG that allows students to TAG into UC TAG participating programs.

Page 5: IV. Student Learning Outcome and Service Area Outcome Assessment continued

Q25

21. Please describe your service area strengths.

The Cuyamaca College Transfer Center is a team oriented and student centered department that goes above and beyond to help students and meet them where they are in their transfer journey. Transfer Center for the first time ever in 45 years have had three part-time counseling faculty assigned to the TC to provide extensive support to the transfer students. Transfer Center is involved with Outreach-High School & Community Relations activities such as Welcome Day, Find Your Pack, Future Fest, also known as "Got Plans?", and the High School Counselor Breakfast. TC works closely with ACP leads and was able to close equity gaps serving African-American/Black and Hispanic/Latinx students last year. Cuyamaca College has strong partnerships with local CSUs, UCSD, and local private universities. TC provides Application Reviews for students who are in process of applying to CSU, UC, private and out of state campuses. TC offers annual Transfer Fairs, in the fall and spring, an annual Transfer Achievement Celebration in the spring, and university representative visits the campus on monthly bases. Due to our partnership with PLNU transfer students are earning their degrees without leaving Cuyamaca campus though the degree completion program. In addition, the TC Coordinator meets on annual basis with representatives from UCSD, SDSU, CSUSM and 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. TC Department works very well with Evaluations and works closely with them every spring and helps with an ADT verification process, which is not a required step in the verification process but helps students who have not worked with TC to complete their transfer requirements in timely fashion. TC provide continues transfer training to Counseling faculty on semester bases in the last 4 years. TC has been exploring transfer internships for students and transfer for CE students. TC is utilizing TC Canvas shell to share important information/deadlines with students and faculty. Since CSU TSP and UC DA have been implemented in the fall 2023, TC will be working with CSU TSP, UC DA, and UCSD ULink students to aim to provide needed information and guidance to be meet the program's deadlines and successfully apply/transfer when time comes. TC Coordinator meets with her counterparts from Region X on a monthly basis, meets with UCSD, SDSU, and CSUSM admissions office on semester bases to share the current information and to advocate for transfer students. In addition, TC Coordinator on annual bases completes Transfer Center Annual Report and Supplemental Information General Information (Goals and Objectives) requested by CA Community College Chancellor's Office, which requests for the TC to have an active Transfer Plan, that TC follows. Please see attached to learn more.

Q26

22. Please describe your service area challenges.

The biggest challenge is the Transfer Center Department is not a comprehensive center that has sufficient funds in its budget. TC heavily relies on General Counseling budget when hiring part-time counseling faculty, which could be limited depending on the college's allocated budget. Because of that, TC functions as an extension of General Counseling rather than functioning as one of the departments of Counseling Services in Student Services Division. Also, the replacement position for Classified Student Service Specialist that has been requested through Program Review for the past 14 years, has not been filed. Furthermore, here is the list of additional challenges:

1. TC does not have sufficient funds and human resources to offer campus tours for students to explore various transfer opportunities.
2. The TC is working on creating a tracking system of students who are getting support with applying to the four-year universities outside of the Transfer Center Department.
3. The TC, as the General Counseling, does not have the electronic education plan software that includes all major preparatory courses and general education courses on one file, which makes it impossible to track student's success.
4. Assist.org, the articulation database for CSUs and UCs is not being updated with current catalog year.
5. The transfer articulation has not been updated in the last 2 years on Assit.org or TAP for SDSU major preparatory courses.
6. SDSU, UCSD, and CSUSM do not share the list of denied students, and UCSD and CSUSM do not share the list of admitted students as well.
7. The DARS has not been updated with new IGETC requirements.
8. UCSD is not part of the UC TAG, UC DA and their ULINK program has made the opportunity to transfer to UCSD very limited by stipulating that students have to have \$ 40,000 or less of annual family income.
9. Due to lack of classified support, TC is not able to provide follow up services to transfer students and is not able to offer various transfer activities on campus throughout the year.

Due to the challenges, the TC Department services only students that seek help, and is very limited when it comes to promoting/offering events and actively reaching to students.

Here are the list services that cannot be performed without a comprehensive center/classified support staff:

1. Transfer Options & Ready to Transfer workshops
2. ADT vs General Pathway Transfer workshop
3. HBCU workshops
4. Outreach to underrepresented groups on campus
 - Increase access for categorical students
 - Increase access for veteran students
 - Increase access for disabled students
 - Increase access for foster youth students
 - Increase access for Native American students
5. New partnerships with non-local CSUs & UCs
6. Outreach to eligible students about UC TAG
7. Researching new transfer pathways
8. Researching spring admission deadlines & follow up with students
9. Offer Major Day Fairs (various departments from UC and CSU)
 - Work with various departments at the four-year to create new partnerships
10. Implement Annual Transfer Month
11. University Campus visits/tours
12. Graduate school counseling/info
13. Create new partnership with CE programs geared for transfer

Student and Instructional (Tutoring and Library) Service Areas Comprehensive Program Review -
Fall 2023

14. Create strong partnership with pre-professional programs, like Pre- Nursing, Pre-Pharmacy, Pre-Medical schools, and more.
 15. Provide info on transfer scholarship opportunities
 16. Provide info on out of state and WUE tuition break for CA transfer students
 17. Continue stronger partnerships with local accredit private universities (SDEC)
 18. Create partnership with National Association for College Admission Counseling (NACAC)
 19. Creating a process with instructional faculty about SDSU/UCSD advisors presenting in their classrooms
 20. Explore transfer opportunities abroad
 21. Parent info sessions for prospective transfer students
 22. Attend in person various conferences in state and out of state like UC Ensuring Transfer Success, CSU, WACAC due to budget limitations
 23. Monthly activities flyer (includes workshops and other events regarding transfer)
 24. Explore Cross-Enrollment Programs
 25. Explore Information on Ivy League institutions
 26. Outreach to the International students, most Cuyamaca International students are transferring student
 - provide a comprehensive support to international transfer students
 27. Transfer Project, showcasing Cuyamaca Faculty and their college experiences
-

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

Positive influences include Cuyamaca having a partnership with PLNU and offers Degree Completion programs at Cuyamaca campus, where students can earn BA/BS degree from PLNU without leaving Cuyamaca campus. Recently, SDSU got rid of Supplemental Application, and replaced it with Academic History Update (AHU). In timely fashion, the Transfer Center Coordinator provided training to all counseling faculty and students are still considered for admission if they do not complete the AHU. The TC Coordinator is serving as a liaison for students and all counseling faculty, including categorical areas with any application issues or concerns. Here is the list of the external influences that negatively affect TC on regular basis.

1. 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 were not considered local when it comes to admission into CSUSM in the past 8 years. However, since fall 2022 CSUSM does not have any impaction and our students are able to apply and be admitted into CSUSM, which is a great option for those who cannot leave San Diego and would like to get their BA/BS from a CSU.
 - a. Due to implementation of ADT, SDSU majors that align with ADT cannot also be part of 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 Psychology is 2.75, however, the admitted GPA was above 3.7, so a student with 3.5 GPA thought they had 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. In the fall 2023, SDSU agreed to share the list of denied and admitted student with the community colleges, which was a great opportunity for TC to work with students and help them on learning what options they have and next steps they need to complete after the decision of admission is released.
2. UCSD is not participating in TAG or UC Dual Admission (UC DA) program and the UniversityLink (ULink) program is 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.
 - a. The University of California (UC) system established Dual Admission program that is same exact as UC TAG, which does not provide any new opportunities for the transfer students.
 - b. The UC system introduced and developed the Transfer Pathway model, but does not guarantee admission to the UC system.
3. Transfer rates are affected by number of spaces available at universities, cost of attendance, the location of the university, family obligations, and more.
4. Major prep for SDSU on ASSIST has not been updated. Therefore, counselors are utilizing additional resources, such as department websites, catalogs, and other resources to provide up-to-date information to students.
5. College budget and how it is allocated. No funds allocated in the TC budget for part-time faculty hire, campus tours, furniture, and more.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Even though the Transfer Center Department is in need of funds, the TC Coordinator will continue working/training counseling faculty and ACP leads to make sure that transfer related information has been related to students. Will continue utilizing the TC Canvas shell to send announcements to student with important deadlines and application help available through TC. This will allow TC to aim to increase the completion rates and eliminate equity gaps.

Q29

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

Cuyamaca%20College%20TC-Plan-2024-2028.docx (15.3KB)

Q30

Respondent skipped this question

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

Q31

Respondent skipped this question

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

Page 6: V. Previous Goals

Q32

Previous Goal 1:

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

Q33

Deleted

Goal Status

Page 7: V. Previous Goals continued

Q34

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

This goal will be deleted because it needs to be rewritten to reflect the new College goals.

Q35

Yes

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36

Respondent skipped this question

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

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).

Q38 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q39 Respondent skipped this question

Would you like to submit another previous goal?

Page 9: V. Previous Goals continued

Q40

1. Previous Goal 2:

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

Q41 In Progress

3. Goal Status

Page 10: V. Previous Goals continued

Q42 Respondent skipped this question

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

Q43 Respondent skipped this question

Would you like to submit another previous goal?

Page 11: V. Previous Goals continued

Q44 Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)

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

Q45

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. Maintain a partnership with ACP leads, train new ACP leads on transfer.
 2. Provide high school students from local high schools presentations on transfer process.
 3. Advocate to build new partnerships with private universities for degree completion programs at Cuyamaca College.
 4. Advocate for SDSU to require only major preparatory courses offered at Cuyamaca to be completed by TSP students.
 5. Advocate for UCSD ULink program to increase \$ 40,000 income limit to \$80,000.
-

Q46

New classified position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q47

Yes

Would you like to submit another previous goal?

Page 12: V. Previous Goals continued

Q48

1. Previous Goal 3:

Identify the barriers to transfer for students of color.

Q49

Deleted

3. Goal Status

Page 13: V. Previous Goals continued

Q50

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

This goal will be deleted because it needs to be rewritten to reflect the new College goals.

Q51

No

Would you like to submit another previous goal?

Page 14: V. Previous Goals continued

Q52

Respondent skipped this question

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

Q53

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).

Q54

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

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

Page 17: V. Previous Goals continued

Q59

Respondent skipped this question

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

Q60

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).

Q61

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 18: VI. New 4-Year Goals

Q62

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.

Q63

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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

Q64

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

This goal is a revamp of old goal "The Transfer Center will implement smooth and efficient day to day operations." 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 14 years, TC has been extremely understaffed, without an adequate funds in TC budget to support part time faculty hire, to support annual events, to provide smooth and efficient day to day operations. Starting spring 2023, TC had 3 adjunct faculty allocated to the center for the first time ever. 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. Hiring this position will help with achieving the following College Strategic goals: Increase completion rate (graduation with a degree/certificate or transfer within 4-years) and eliminate equity gaps and Increase hiring and retention of diverse employees.

Q65

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

Based on College-wide data, over 63% of students indicated 'transfer' as their educational goal at our college. This clearly indicates that majority of students declaring a transfer goal and pursuing a transfer major, and this means that students need continued support and various services from the Transfer Center. Furthermore, TC provides limited services to transfer students 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. Some duties remain unperformed, including coordinating transfer days, various transfer workshops, classroom presentations, creating transfer related reports, etc.

Q66

Action Steps for the Next Year:

1. Hire a Student Services Specialist assigned to the Transfer Center
 2. Work with administration to allocate sufficient funds to the TC on permanent basis.
 3. 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.
-

Q67

New classified position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

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

Q69

Yes

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Goal 2:

Identify the barriers to transfer for students.

Q71 **Increase completion and eliminate equity gaps
(graduating with a degree/certificate, or transferring)**

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

Q72

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

By identifying the barriers TC can work toward closing the equity gaps for certain student populations.

Q73

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

TC will continue closing equity gaps in the demographics of students who use Transfer Center services, especially transfer students who are less than 20 years old.

Q74

Action Steps for the Next Year:

1. Work with the TCEW, Outreach and ACP leads to find out what barriers' students less than 20 years old have when utilizing TC services.
 2. Based on the finding, formulate recommendations.
-

Q75 **New classified position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q76

How will this goal be evaluated?

The goal will be evaluated through Annual Program Review.

Q77 **No**

Would you like to propose a new, 4-year goal?

Page 20: VI. 4-Year Goals continued

Q78 **Respondent skipped this question**

Goal 3:

Q79

Respondent skipped this question

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

Q80

Respondent skipped this question

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

Q81

Respondent skipped this question

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

Q82

Respondent skipped this question

Action Steps for the Next Year:

Q83

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q84

Respondent skipped this question

How will this goal be evaluated?

Q85

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 21: VI. 4-Year Goals continued

Q86

Respondent skipped this question

Goal 4:

Q87

Respondent skipped this question

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

Q88

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q89

Respondent skipped this question

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

Q90

Respondent skipped this question

Action steps for the Next Year:

Q91

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q92

Respondent skipped this question

How will this goal be evaluated?

Page 23: Final Check

Q93

I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"
