

# **Student Services Program Review 2019/20 UPDATE**

**Transfer Center**

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## **General Information (Student Services Program Review 2019/20 UPDATE)**

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## 2019/20 Student Services Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A. In this section please enter the name(s) of the individuals for each of the following roles:

- Name of Lead Writer: Anne Hedekin
- Name of Liaison:
- Department Chair: Leroy Johnson
- Name of Manager/Service Area Supervisor: Ailene Crakes

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Student Services Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018 2019 Transfer Center Goals

##### Improve direct communication with students

The Transfer Center will focus on discovering and utilizing new technology tools to increase communication with students. This will help in providing up to date and relevant information to students related to their degree and transfer goals.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.3, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior

##### Advocate for the awarding of multiple associates degrees

The Transfer Center will propose and advocate for the revision of SDCCD policies regarding awarding associates degrees in transfer as this is directly related guided pathways efforts, new funding formula, successful transfer and gainful employment.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 3.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

## Educate campus on complex and changing nature of transfer.

The landscape of transfer in the state of California is increasingly more challenging and complex. Many four-year public institutions are impacted which restricts access. The ADT program is now in the funding formula but increasingly more difficult to use as a transfer tool due to how it is used in CSU apply and because there is not consistency among the 23 CSU in how the ADTs are used. Our district has restrictive policies related to the awarding multiple degrees. Local students who are otherwise qualified are not able to transfer to local schools due to differing uses of locality and ADT at our two SD county CSUs. UC schools are also impacted. Local students are not able to transfer to local schools. 49% of Mesa students are transfer prepared but do not transfer. Transfer will be impacted by implementation of guided pathways.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018 2019 Transfer Center Goals

Goal

#### **Goal: Improve direct communication with students**

The Transfer Center will focus on discovering and utilizing new technology tools to increase communication with students. This will help in providing up to date and relevant information to students related to their degree and transfer goals.

**Action:** Improve direct communication with students

**Describe the actions needed to achieve this objective:**

Increase presence on social media. Work with Communications to revamp website and set up direct registration for workshops. Increase use of Visix. Work with faculty via classroom visits or school meetings to reach students.

**Who will be responsible for overseeing the completion of this objective:**

Transfer Center Faculty Coordinator

<b>Provide a timeline for the actions:</b>	On going
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Include direct communication question on all evaluations. Use pre and post evaluations at workshops and events to identify how students "heard" of the transfer center. Provide evaluations at events.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Additional classified staff and faculty will be needed to achieve this objective as well as computers equipment, copiers, time for on boarding new staff and professional development.

### **Goal: Advocate for the awarding of multiple associates degrees**

The Transfer Center will propose and advocate for the revision of SDCCD policies regarding awarding associates degrees in transfer as this is directly related guided pathways efforts, new funding formula, successful transfer and gainful employment.

**Action:** Advocate for Awarding of ADTs along with LAS, AA and AS degrees without addition unit requirement

<b>Describe the actions needed to achieve this objective:</b>	Work within the structure of the college to educate different stakeholders such as faculty and administration as to the importance of this for students and how our current policy is a barrier. Will also put us in alignment with other colleges in region X.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Transfer Center Coordinator
<b>Provide a timeline for the actions:</b>	This will be ongoing until the policy is revised.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	When the policy is changed the goal will be met.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty and classified staff.

**Goal: Educate campus on complex and changing nature of transfer.**

The landscape of transfer in the state of California is increasingly more challenging and complex. Many four-year public institutions are impacted which restricts access. The ADT program is now in the funding formula but increasingly more difficult to use as a transfer tool due to how it is used in CSU apply and because there is not consistency among the 23 CSU in how the ADTs are used. Our district has restrictive policies related to the awarding multiple degrees. Local students who are otherwise qualified are not able to transfer to local schools due to differing uses of locality and ADT at our two SD county CSUs. UC schools are also impacted. Local students are not able to transfer to local schools. 49% of Mesa students are transfer prepared but do not transfer. Transfer will be impacted by implementation of guided pathways.

**Action: Educate campus on complex and changing nature of transfer**

<b>Describe the actions needed to achieve this objective:</b>	Offer flex credit workshops through loft. Visit school meetings and department meetings. Work with liaisons in Transfer Center. Guided pathways planning committees. If approved send out a campus survey and work with campus researchers.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Transfer Center Coordinator
<b>Provide a timeline for the actions:</b>	Ongoing
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Create evaluations to use at FLEX workshops, school meetings and other events to assess faculty, staff and administration awareness of complex and changing nature of transfer.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty and staff, Transfer Advisory Board, funding for professional development for Transfer Adjunct Faculty and General Counseling.

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**2018 2019 Transfer Center Goals**

Goal

**Goal: Improve direct communication with students**

The Transfer Center will focus on discovering and utilizing new technology tools to increase communication with students. This will help in providing up to date and relevant information to students related to their degree and transfer goals.

**Action:** Improve direct communication with students

<b>Describe the actions needed to achieve this objective:</b>	Increase presence on social media. Work with Communications to revamp website and set up direct registration for workshops. Increase use of Visix. Work with faculty via classroom visits or school meetings to reach students.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Transfer Center Faculty Coordinator
<b>Provide a timeline for the actions:</b>	On going
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Include direct communication question on all evaluations. Use pre and post evaluations at workshops and events to identify how students "heard" of the transfer center. Provide evaluations at events.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Additional classified staff and faculty will be needed to achieve this objective as well as computers equipment, copiers, time for on boarding new staff and professional development.

Status for Improve direct communication with students

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	This is an ongoing process. We will continue to use systems put in place in summer and fall to identify students and communicate directly. As we progress through the year with new processes we are able to improve, adjust strategies and increase direct communication. Next steps are to seek ways to be more effective in our communication. Use formal feedback from surveys and informal feedback to improve direct communication and add students to our contact information.

**Goal: Advocate for the awarding of multiple associates degrees**

The Transfer Center will propose and advocate for the revision of SDCCD policies regarding awarding associates degrees in transfer as this is directly related guided pathways efforts, new funding formula, successful transfer and gainful employment.



**Action:** Advocate for Awarding of ADTs along with LAS, AA and AS degrees without addition unit requirement

**Describe the actions needed to achieve this objective:**

Work within the structure of the college to educate different stakeholders such as faculty and administration as to the importance of this for students and how our current policy is a barrier. Will also put us in alignment with other colleges in region X.

**Who will be responsible for overseeing the completion of this objective:**

Transfer Center Coordinator

**Provide a timeline for the actions:**

This will be ongoing until the policy is revised.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

When the policy is changed the goal will be met.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Faculty and classified staff.

Status for Advocate for Awarding of ADTs along with LAS, AA and AS degrees without addition unit requirement

**Current Status:**

Completed

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

The district has revised and approved the simplification of awarding of second degrees. Because transfer is a complicated process involving many departments, programs and services it will take time to track the true impact of this goal and how it impacts students.

**If the Current Status was not marked Completed, what are the implications and next steps:**

**Goal: Educate campus on complex and changing nature of transfer.**

The landscape of transfer in the state of California is increasingly more challenging and complex. Many four-year public institutions are impacted which restricts access. The ADT program is now in the funding formula but increasingly more difficult to use as a transfer tool due to how it is used in CSU apply and because there is not consistency among the 23 CSU in how the ADTs are used. Our district has restrictive policies related to the awarding multiple degrees. Local students who are otherwise qualified are not able to transfer to local schools due to differing uses of locality and ADT

at our two SD county CSUs. UC schools are also impacted. Local students are not able to transfer to local schools. 49% of Mesa students are transfer prepared but do not transfer. Transfer will be impacted by implementation of guided pathways.

**Action:** Educate campus on complex and changing nature of transfer

**Describe the actions needed to achieve this objective:**

Offer flex credit workshops through loft. Visit school meetings and department meetings. Work with liaisons in Transfer Center. Guided pathways planning committees. If approved send out a campus survey and work with campus researchers.

**Who will be responsible for overseeing the completion of this objective:**

Transfer Center Coordinator

**Provide a timeline for the actions:**

Ongoing

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Create evaluations to use at FLEX workshops, school meetings and other events to assess faculty, staff and administration awareness of complex and changing nature of transfer.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Faculty and staff, Transfer Advisory Board, funding for professional development for Transfer Adjunct Faculty and General Counseling.

Status for Educate campus on complex and changing nature of transfer

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

We have are constantly working on this goal. Transfer is complex and unique to each of our public schools in CA. Fortunately, the Transfer Career Evaluations Center has a legacy of high quality programs and event planning. We need to continue to offer proven methods to educate the campus as well as innovate ways to better reach out to the campus. We need to be creative and need more human resources such as transfer counseling adjuncts and staff similar to the Career Peer Ambassadors to effectively access and educate the entire campus on the complex world of transfer in the state of CA.



## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Student Services Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Student Services Program Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Transfer Center

## **(REQUIRED) Program name**

Transfer Center

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

After review of the data we felt we needed to revise the outcomes to generate more detailed data regarding our department and transfer services.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

We have identified needs in terms of people, time and things. The first set of resources includes "human resources" as we are understaffed and as the transfer world gets increasingly complex there is a need for transfer counselors (adjunct or full time), a project assistant for transfer and a Transfer Peer program similar to the Career Ambassadors. Time, resources and dedicated systems in place for professional development (and onboarding for new counselors) for Transfer Counselors and all general/ categorical counseling faculty who provide transfer counseling as transfer policies and initiatives are rolled out from the UCs and CSUs. Things or resources include funding for bus trips, more space and new transfer copiers. Funding for promotional materials and use of Visix.

## **Please provide any other comments.**

At the state and regional, level there are issues with the ADTs, impaction in Region X, Assist.org and the C-ID approval process. There is no universal policy across the state for the use of ADTs in the admissions process. One major example is the use of "local standing." SDSU uses the degree obtained at a local campus and awards local status while other campuses use the where the majority of courses are taken despite where degree is awarded. Issues with ADTs being loaded in CSU APPLY were problematic this cycle. The CSU Chancellor's Office was and is slow to adjust to student needs. For example, any problems with the website require extensive workarounds for students which are complicated, hard to access instructions for and are time consuming. This year many ADTs awarded by Community Colleges were not listed on the CSU application. The workaround offered by the CSU Chancellor's office was onerous; only a very sophisticated student with the help of a counselor or knowledgeable transfer center staff would be able to figure out. Considering the application timing was on a Saturday the original fix was not acceptable. It took extensive lobbying by the statewide TCDs to get a fix. Academic renewal for the CSU should be the same as the UC. As CC districts across the state have differing policies. It makes it very confusing for students and can cause students to report grades inaccurately, which effects their admission. Impaction is a huge issue for region X schools. There are only two CSUs making the Vision for Success a difficult goal to reach. CSU SM is also inconsistent changing their admissions policies with respect to ADTs or admission criteria at the last minute which tends to make Counselors look incompetent. SDSU has a unique use of ADTs in terms of locality. Students from out of the region can get an ADT with 12 units at Region X schools while local students with no ability to move are denied if they did not receive an ADT. Students may have to take more classes, stay at Mesa longer to get an ADT just to be competitive-

this effects financial aid and time to degree as well as overall persistence. Assist.org is not accurate. There are different policies for major prep for each school. Due to current state it takes longer to use Assist and is confusing. C-ID approval process at the state level is slow. Transfer is getting very complex with many outside factors and changes from year to year with the on boarding of new ADTs. Mesa does not have some useful ADTs like the Law, Public Policy and Society for public administration as other colleges in Region X. Mesa was slow on boarding ADTs like Biology and Computer Science which has in the past driven our students to obtain degrees from sister schools. Biology and Computer Science will be launched in the Fall of 2020 which is good. Unclear how the funding for degrees awarded will effect Mesa as many students take majority of classes here but may have, in the past, obtained an ADTs at SWC, Miramar or City to get priority consideration. Finally, the CSU is redirecting all students to non-impacted campuses; local transfer students cannot afford to move to obtain degrees. SDSU has expanded online degrees through extended learning to include criminal justice. Would be advantageous to students for Region X to lobby a psychology degree through extended studies at SDSU. We need more resources for professional development to educate counselors on the complex nature of transfer and the extensive changes from year to year.



# Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Transfer Center

## Program Name

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**(REQUIRED) Type your program/ service area name.**

Transfer Center

**Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?**

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

### Drop In Transfer Center Users

18-19

	Headcount	Percent
African American	98	8%
American Indian	9	1%
Asian	138	11%
Pacific Islander	11	1%
Filipino	52	4%
Latinx	500	39%
White	376	29%
Other	67	5%
Unreported	29	2%
Total	1280	100%

### Mesa population

18-19

	Headcount	Percent
African American	2364	7%
American Indian	102	0%
Asian	3642	11%

Pacific Islander	198	1%
Filipino	1606	5%
Latinx	12953	38%
White	10756	31%
Other	2261	7%
Unreported	648	2%
Total	34530	100%

When considering this question we decided to look at the big picture of a common service in the Transfer Center, DROP IN. We did a query of all drop in users from November 2018 to November 2019 from SARS drop in for Transfer. The matching rate was 61% for this data. There are many factors that go into successful transfer thus starting with a simple overview of who used our services allows us to capture a large population and gives us a baseline to understand who is using our Drop In services. We started to examine this from the equity lens by comparing the percentage of users by ethnicity to the entire campus population by ethnicity. We chose DROP IN for several reasons. As stated up above it gives us an overview. Additionally we considered how students arrive at a DROP IN. Students can arrive to our office for DROP IN via a referral from a counselor, faculty member, classmate, research from the website, and many other factors.

When looking at this snapshot we can see that our DROP IN population closely matches the overall population of the campus. The transfer center team concluded that these are positive findings. The one group that did not consistently match was with white students. The usage is 29% while the campus population is 31%. When hypothesizing we concluded that this may be due to some members of this group having more social capital as it relates to navigating the complicated world of transfer then their peers in other populations. We were pleased to see our DROP IN numbers match the campus for all other groups.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

When considering the use of our service from the DROP IN usage perspective it appears that we are serving the students proportionally as they are represented in the population on campus.

**(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?**

The transfer process is very complex. Part of assisting students is educating them about our services. To get the students into the Transfer Center we try a multi-pronged approach with outreach. We attend school meetings in the fall, use the faculty and campus wide DL to email faculty and staff. We use social media including Instagram, Facebook and twitter to showcase events or market transfer activities. We post information on our webpage and keep it updated. We work closely with counselors to inform them of our wide array of programs, services and the schedule of events. We participate in events related to Cruise, Welcome week, RegFest, Jump Start and Mesa Outreach nights to spread the word about our services. We also have variety of printed material to provide to students, faculty and staff year round.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

This was a very informative start at examining the data through an equity lens. After this initial look we have identified further review to address equity gaps such as using this model to glean more information related to the bullet points below.

- each campus wide event hosted by the Transfer Center
- representative visits
- workshops
- website usages if possible

Ideally we would evaluate all of our programs and activities using this basic comparison (perhaps going back five years vs. one year) and see what the data reveals about equity gaps. Then we can use the results to evaluate all our programs and event to alter programs and or target groups more specifically.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?**

Our DROP IN results showed that 39% of our users were from the LatinX population while the campus population is 38%. As the Transfer Center is a service with many programs and events which target disproportionately impacted populations such as LatinX students I feel that even if we are up by 1% that makes an impact for those students who benefited from the service. Overall, we are part of the campus wide effort to empower this population through education and in our case transfer to a four-year university. When looking at the the College CSU transfer report data we can glean some information. For 17-18 the CSU transfer rate was 33%. Considering that not all students plan to transfer this seems like a positive contribution to being an HIS serving campus.

**(REQUIRED) A6. Have you identified resource needs?**

The transfer center has identified resources such as:

- more adjunct and full time counselors (due to budget constraints and hiring freeze no FHP will be submitted for a full time counselor)
- a project assistant
- more space
- more computers
- a peer to peer program of transfer ambassadors
- more promotional materials and access to Visix
- funding for buses and new copiers
- funding and time for ongoing professional development and designing systems for onboarding of new staff
- we need space for programing
- funding to feed students who attend workshops as informed by data from The Stand on food insecurity we know students come to events when food is offered and need to be fed consistently to ensure optimal academic performance

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

All our program goals involved these implications. The first goal addresses our needs. All of the resources listed above include transfer tools and resources, which help us, serve students and promote transfer success.

1. Recognize and use transfer tools and resources for their transfer decision-making process

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

The area of focus from last year's program review was our SSO#4: Awareness of the multiple steps/stages of transfer to a four-year university. In preparation for the 2019-20 program review cycle we looked at all the survey responses from 2018-19. Because of this review of the data, the team decided the SSOs need to be revised to yield better results. We decided to assess fewer areas using more intentionality. The next steps moving forward are to continue to use the revised SSO#4 and target specific programs versus a blanket evaluation of all events as this blanket approach made it difficult to discern patterns and glean specific information. The new SSOs are included below.

As a result of participating in the Transfer workshop/events/other services such as counselor visit, rep visit, field trips students will be able to

1. Recognize and use transfer tools and resources for their transfer decision-making process.
2. Recognize transfer application deadlines as they relate to their transfer goals
3. Identify transfer programs and general transfer pathways as they relate to their transfer goals.
4. Recognize the multiple steps of the transfer process to their first choice 4-year University.