

SAN DIEGO MIRAMAR COLLEGE		
Student Services Annual Program Review & Student Learning Outcomes		
STUDENT SERVICES MISSION STATEMENT		
<i>We, the Student Services Division, believe that students are the reason for our existence. We are dedicated to offering equitable and courteous services to our Miramar College community. We are committed to the development and empowerment of our students to their full potential.</i>		
<b>Program:</b> <b>Transfer Center</b>	<b>Year in Review: 2008-2009</b>	
<b>Program Coordinator/Supervisor:</b> <b>Wendy Stewart</b>	<b>Date Submitted: 10/14/09</b>	
<p><b>Program Goal/Mission Statement:</b> The mission of the San Diego Miramar College Transfer Center is to help students successfully transfer to a four year institution. The Transfer Center offers support to students in the transfer process to ensure a smooth and positive transition. Our key purpose is to strengthen the transfer function, and increase the numbers of students prepared for transfer to four-year institutions through the coordination of college transfer efforts. A primary focus of the Transfer Center is the identification, development and implementation of strategies designed to enhance the transfer of targeted student populations.</p> <p>The work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty and student services programs, in cooperation with the four-year systems.</p> <p>Taken from the California Community Colleges Chancellor's Office and the California Community Colleges Transfer Center Directors' Association "Transfer: Recommended Guidelines" Fall 2005</p>		
APPROVALS		
TITLE	SIGNATURE	DATE SIGNED
<b>Program Coordinator/Supervisor</b>	<b>Wendy Stewart</b>	
<b>Department Chair</b>	<b>David Navarro</b>	
<b>Dean, Student Affairs or Dean, Student Development &amp; Matriculation</b>		
<b>Vice President, Student Services</b>	<b>Peter Fong</b>	

<b>PR/SLO Taskforce Co-Chair:</b>	<b>Wendy Stewart</b>	
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SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes DRAFT - Revised 6/30/09			
Program: Transfer Center		Year in Review: 2008-2009	
STEP ONE: PROGRAM REVIEW ANALYSIS OF COMPONENT AREAS			
AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
<b>Faculty/Staff</b>	<p>Funding for .30 adjunct counselor with matriculation funds for Fall 2008 (position canceled for Spring 2009 due to budget cuts)</p> <p>Basic Skills Initiative funding for .33 adjunct counselor for Spring 2009</p>	<p>With increase in number of students receiving Counseling in the Transfer Center, an increase in funding for the Transfer Adjunct Counselor up to a full time 1.0 Counselor is needed to better serve students and campus transfer function (Adjunct Counselor reduced to .246 FTE from .33 FTE in 2008-2009)</p> <p>With increase in the number of meetings, program planning and implementation, and office staffing an increase in funding to change Transfer Center Director's assignment from 11 months to 12 months is needed to oversee the Transfer Center, serve as an effective liaison to other campuses and schools, and serve the campus transfer function.</p>	<p>Basic Skills Initiative funding approved to support a .21 adjunct counselor for the Student Transfer and Enrichment Program (STEP) for Fall 2009 &amp; Spring 2010</p>

<b>Marketing &amp; Outreach</b>	<p>Continue to distribute free standing Miramar Transfer Guide (developed in 2007-2008 with Title III funding; disseminated in Student Services Offices, counseling appointments, transfer workshops and classroom presentations (BSI funding pending to update guides for use in BSI programming)</p> <p>Collaborated with PIO to update Transfer rack card</p> <p>Bi-yearly transfer fair</p> <p>State-wide transfer grant created approximately 5,000 transfer outreach and marketing brochures in multiple languages used in transfer fairs and given to outreach.</p>	<p>Dedicated annual funds to regularly update and reproduce Transfer Guides</p> <p>Dedicated annual funds to reproduce marketing materials (color pamphlets for Transfer Center, UCLA TAP, and Guaranteed Admissions; previous augmentation from Matriculation budget discontinued in 2008-2009)</p> <p>Dedicated funds and institutional support of district events, Transfer Conference &amp; HBCU Fair</p>	<p>Decreases in Transfer Center budget due to college, district, and statewide budget cuts will impact the continued funding of activities such as reproduction of UCLA TAP, Admission Guarantee, and Transfer Center information pamphlets and other transfer publications.</p>
<b>Budget</b>	<p>Additional Matriculation funding to support staffing and counselor conferences</p> <p>Matriculation funding to support adjunct counselor discontinued due to budget cuts.</p>	<p>Dedicated increase in funds needed to maintain and increase transfer function</p> <p>Increased funding for staffing to hire full time Transfer Counselor and increase Transfer Center Director assignment to a 12 month position</p>	<p>BSI Proposal pending for 2009-2010 to fund transfer program including a .33 adjunct counselor and updated transfer guides.</p> <p>Decreases in Transfer Center budget due to college, district, and statewide budget cuts will impact the continued funding of activities such as attendance at UC/CSU Counselor Conferences and Transfer Center Director Association state meetings, mailing college catalog to CC and 4-year partners, and the reproduction of publications.</p> <p>Lack of adjunct counselor funding will impact counseling services offered in the Transfer Center.</p>

<p style="text-align: center;"><b>Facilities</b></p>	<p>Transfer Center space in new Student Union reviewed and finalized with architects.</p>	<p>Current space and resources shared with Career Center, Job Placement, Honors, &amp; Assessment. Need for expanded dedicated space for Transfer Center including student computer workstations, resource library &amp; files, storage area, appropriate office space for Transfer Center Director and Adjunct Counselor, area for Transfer Intern, and student learning area</p>	<p>N/A</p>
<p style="text-align: center;"><b>Operational Effectiveness</b></p>	<p>Transfer Center website revamped in coordination with college webmaster in April 2009</p> <p>Additional SARS training with TCD and SSA; SARS utilized for automated email confirmation of counseling appointments and workshops and counseling appointment notes</p> <p>Webcam and audio equipment purchased from Matriculation funding to support online counseling services</p> <p>Coordinate with Articulation officer to change policy regarding 4-year on-campus outreach and transfer fairs to be consistent with Evaluations and Articulation agreements (schools must be regional accredited, and AACRAO AG rated)</p>	<p>Additional staff supported needed to ensure adequate services for increased number of students utilizing transfer center services</p> <p>Development and implementation of online transfer workshops suspended due to loss of personnel from budget cuts</p>	<p>Continue to utilize SARS as a tool for scheduling and confirming student appointments as well for data reporting purposes.</p> <p>To address challenges with staffing and budget, a shift towards increased workshop offerings and programs will take place to disseminate the maximum information to larger numbers of students given limited counseling availability</p>

<b>Professional/ Staff Development</b>	<p>2008 UC/CSU Counselor Conferences, 2009 Ensuring Transfer Success Conference, Transfer Center Directors Association southern California and regional meetings attended.</p> <p>Miramar counselor trainings conducted in weekly counselor meetings</p>	<p>Due to budget cuts in the transfer center budget, only limited attendance is possible to the necessary conferences to gather up-to-date information and changes in the transfer process to four-year institutions.</p> <p>Need for increased funds to support Transfer Center Director and Counselor attendance at relevant conferences/meetings</p>	<p>Given budget constraints, counselor conferences will be prioritized in order of relevance with the goal of having at least one campus representative present.</p>
<b>Equipment/ Supplies</b>	<p>Career Center granted sole use of LaserJet printer for Transfer Center usage</p>	<p>Need for increased funds in budget to maintain transfer center function.</p> <p>Need for a color laser jet pinter to be utilized for transfer program materials and regular printing.</p> <p>Need for a new heavy duty printer to meet the needs of both transfer printing and additional department printing in B-203</p>	<p>Continue to utilize available equipment/supplies to meet needs</p>
<b>Community Partnerships</b>	<p>MOUs currently being developed with Embry Riddle Aeronautical University and University of Redlands; and renewed MOUs being reviewed with Alliant International and Webster Universities. Point of contact for MOU process has changed at all three campuses in the district to the Articulation Officers.</p>	<p>No recommendations at this time</p>	<p>Continued coordination with Articulation Officer and MOU Advisory Board as part of MOU review and approval process.</p>

<b>Enrollment Growth &amp; Management</b>	State-wide transfer grant created approximately 5,000 transfer outreach and marketing brochures in multiple languages used in transfer fairs and given to outreach.	Increased transfer funds to provide marketing materials and transfer resources in an increasing number of students accessing the transfer center (13.9% increase in transfer center usage in 2008-2009).	Utilize state-wide materials in lieu of campus specific materials to continue to distribute information to students in light of budget constraints.
<b>Additional information relevant to department:</b>			

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Program: Transfer Center			Year in Review: 2008-2009		
STEP TWO: STUDENT LEARNING OUTCOMES					
<b>Student Learning Outcome</b> <i>What do we want our students to learn?</i>	<b>Measureable Outcome</b> <i>How do we know that they've learned it?</i>	<b>Measurement Tool</b> <i>How do we capture information?</i>	<b>Assessment Date/Timeline</b> <i>When do we capture information?</i>	<b>Data Collected</b> <i>Number of students assessed</i>	<b>Analysis</b> <i>Did it work?</i>
After utilizing transfer resources, students can make informed decisions about the transfer process and educational planning	Students will self-report level of agreement regarding a positive experiences after accessing transfer resources	Students will be given a transfer exit survey assessing students' sense of competency at time of transfer (surveymonkey.com utilized as a resource to store data, see Appendix A.).	The exit survey will be administered in June at the end of each academic year.	65 total students completed the exit survey	2009: 84.1% of students reported that utilizing transfer center resources helped them to better chart educational plans (a 4.1% increase from the previous year) and 85.7 % reported learning valuable information about the transfer process (an 8.2% increase from the previous year)
After utilizing transfer resources, students can use college/university catalogs and websites (such as ASSIST) to identify admission, general education, and preparation for major requirements for transfer.	Students will self-report level of agreement regarding a positive experiences after accessing transfer resources	The exit survey will be administered in June at the end of each academic year (survey distributed to students via surveymonkey.com, see Appendix B.)  ASSIST data will be collected twice a semester	The exit survey will be administered in June at the end of each academic year.  ASSIST data will be collected twice a semester	65 total students completed the exit survey	2008: 68.3% of students reported that websites were a useful tool in transfer center services (an increase of 5.8% from the previous year) and 73% reported catalogs were a useful tool (an increase of .5% from the previous year)



<p>After attending a transfer workshop, students will be able to identify transfer admission programs and make informed decisions about college/university choices</p>	<p>Students will self-report level of agreement regarding increased knowledge</p>	<p>An evaluation survey will be administered at the end of each transfer workshop (surveymonkey.com utilized as a resource to store data, see Appendix A.).</p> <p>Evaluation results will be stored in an electronic survey database (surveymonkey.com) and summary data will be reported once a year</p>	<p>Data will be collected in all transfer workshops offered throughout the year (July 1<sup>st</sup> thru June 30<sup>th</sup>)</p>	<p>Assessment is ongoing; 78 students have submitted evaluations for the period of July 1-October 8, 2009</p>	<p>Of the students assessed thus far (annual assessment incomplete), as a result of the workshop, 94.9% felt knowledgeable regarding transfer admission programs and 94.8% reported an ability to make informed decisions regarding the university/college to which they wished to transfer.</p>
<p><b>Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):</b></p> <ul style="list-style-type: none"> <li>• Continue to maintain a library of printed four-year and Miramar catalogs in the transfer center and reference catalogs in workshops as a valuable resource.</li> <li>• Have use website resources listed on the transfer center website and bookmarked on computers in the transfer center. Continue to reference valuable website resources to students</li> <li>•</li> </ul>					

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<b>Program: Transfer Center</b>	<b>Year in Review: 2008-2009</b>
<b>STEP THREE: SUMMARIES</b>	
<p><b>A. Summary of program annual objectives:</b>  <i>List your program objectives/goals: what did you hope to accomplish?</i>            Maintain and, where appropriate, increase transfer numbers to CSU, UC and private/independent institutions taking into account impact of budget cuts on admissions and lowered campus enrollment targets.</p> <p>Increase services related to transfer function on the campus and effectiveness for students, faculty and staff and continue to collaborate with campus and four-year liaisons.</p> <p>Continue to cultivate the Basic Skills Initiative Student Transfer Enrichment Program to serve population and meet the goals of the program and initiative.</p>	
<p><b>B. Summary of program outcomes:</b>  <i>List your program outcomes: what did you achieve?</i>            There have been several successes in both increasing the number of transfer to the UC system (17% increase over the last 2 years with 93 transfers in 2008-2009 and a 30% increase in transfer to UCSD) and increasing transfer center usage (13.26% increase from previous year with approximately 1076 student contacts for 2008-2009), increasing communication with four-year partners, and increasing program activity and workshops. However, there are still several challenges in the areas of adequate budget, staffing, and facilities for the Transfer Center. Statewide budget cuts and lowered enrollment targets for our local CSU campuses (San Diego State and San Marcos) led to a decrease in transfers to the system (13.9% decrease over last year with 259 transfers in 2008-2009 down from 301 in 2007-2008).</p>	
<p><b>C. Summary of program recommendations:</b>  <i>List recommendations that should be considered for the next review period: what could have been done differently?</i>            Maintain transfer function given budget cuts and reduction in resources. Work to specifically address the unique challenges facing transfer students seeking admission to public institutions in the face of budget constraints. Continue to investigate additional resources that can assist and augment the transfer function. When budget recovers, advocate for improved facilities and increased funding.</p>	
<p><b>D. Summary of Student Learning Outcome progress to date:</b>  <i>List any updates, changes, or data collected.</i>            Three student learning outcomes were identified for the Transfer Center:            SLO #1 After utilizing transfer resources, students can make informed decisions about the transfer process and educational planning            SLO #2 After utilizing transfer resources, students can use college/university catalogs and websites (such as ASSIST) to identify admission, general education, and preparation for major requirements for transfer.            SLO #3 After attending a transfer workshop, students will be able to identify transfer admission programs and make informed decisions about college/university choices</p>	

Data sources include an exit survey distributed in June of 2009, evaluation surveys distributed in all transfer workshops from July 1, 2009 - June 30, 2010, and Assist Activity Reports collected twice a year.

SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes (revised 5/13/09)	
Program: Transfer Center	Year in Review: 2008-2009
<b>STEP FOUR: EVALUATION</b>	
<p><b>Administrator/Committee Comments/Feedback:</b>            Program review reflects current department operations and concerns. Department identified student learning outcomes are supported by quantitative data on student utilization. Recommendation that student learning outcomes data collection and analysis be incorporated into the campus research agenda to obtain additional sources of data and analysis from the district Office of Institutional Research and Planning.</p>	