PALOMAR COLLEGE® Learning for Success

Program Review & Planning (PRP)

COMPREHENSIVE
PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

Date:	11/04/19
Unit Name:	Transfer Center
Department Name:	Counseling
Division Name:	Student Services
Name of person responsible for the Program/Unit:	Dean of Counseling
Website address for your unit:	https://www2.palomar.edu/pages/transfercenter/

Please list all participants in this Program Review:

Name	Position
P.J. DeMaris	Transfer Center Director/Counselor
Brittany Wong	Administrative Assistant 2

SECTION 1: Program/Unit Mission Statement

What is your Program/Unit's mission statement (click here for how to create a mission statement):

The mission of the Palomar College Transfer Center is to provide a wide range of transfer focused counseling services and activities to assure equitable transfer opportunities for Palomar students to successfully transition into universities and colleges throughout the country.

Describe how your mission aligns with and contributes to the College's Vision and Mission.

The Palomar College Missions Statement states that the college supports and encourages transfer readiness which speaks to the primary mission of the Transfer Center.

SECTION 2: Program/Unit Description

Staffing

Full-time Staff		Part-time Staff	
Total Number of Full-time Staff		**Total Number of Permanent Part-time Staff**	
Number of Classified Staff	2 (currently 1 vacancy)	**FTE of Part-time Staff (2X19 hr/wk = .95)**	.5
Number of CAST Staff		**FTEF of Part-time Faculty**	
Number of Administrators			
Number of Full-time Faculty	1	**Number of FTE counselors assigned to the Transfer Center**	1.45

Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)

NA

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.

OR

If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

How will you submit your organizational chart?

_X_ Upload document　　___ Provide web link　　___ Describe organizational structure Please refer to the end of this document for self-developed organizational chart.

Program/Unit Description

Who utilizes your services?
Counselors and students

What services does your program/unit provide (Describe your program/unit)?
- Specialized transfer counseling to students   - Training related to transfer issues and updates for counselors   - Transfer activities such as workshops, Transfer Fairs, fieldtrips, and coordination of university representatives for student meetings

COMPREHENSIVE
PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes and Assessment

GOT SERVICE AREA OUTCOMES?

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:
- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:
1) Login to Nuventive Improve (TracDat) https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/. Your Palomar username and password is your login.
2) Update or add your SAOs and assessment plans.

NEED HELP?

> **TracDat:**
> 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
> 2) Check out this video on how to enter SAOs in TracDat: https://youtu.be/b1sRa68wm4c
>
> **Defining and Assessing SAOs:**
> Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?
>
> 1. Hartnell's SAO Guide is a nice resource! Thank you Hartnell!
>
> 2. Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.
>
> 3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?	YES	X	NO

If NO, describe why and identify a data by which they will be entered.

For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.
1) CSU application workshops- students consistently report an improvement in their confidence levels for the transfer process. The latest levels of success have not been reviewed yet this year. Students continue to report the need for more persons to help in the workshops.
2) UC TAGs- Efforts to increase the number of applicants to the UC TAG (Transfer Admissions Guarantee) have been successful despite the requirements of the TAGS becoming more restrictive. The Transfer Center will continue to offer TAG workshops and encourage student participation.
3) Transfer Fair- 401 students participated in the annual college fair. Survey results have not been reviewed yet for 2019.

SECTION 2: Other Assessment Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:

Quantitative Data

Measure	Values				Definition/Description of Measure
	2015-16	2016-17	2017-18	2018-19	
Awarded Associate Degrees for Transfer	104	163	440	618	For majors that are "deemed similar" with Palomar's AD-Ts, students will improve their CSU application consideration by having these degrees. UC also factors in the possession of an AD-T in their comprehensive review of UC applications.
TAGs to UC	124	113	129	166	Fully submitted TAG applications by Palomar students.
CSU and IGETC full and partial certifications	1355	1472	1396	1789	Transfer students may not earn an Associate's degree but most will complete General Education certifications and therefore are a strong measure of transfer readiness.

Transfer Workshop Attendees	807	701	697	573	Number of students attending Transfer Center workshops or sponsored workshops by universities.
Transfer Center specific counseling appointments	NA	1308	1644	1258	Actual number of student appointments in the Transfer Center.

Reflect on your quantitative data and summarize your findings or interpretations.

Most indicators are showing positive growth in student readiness to transfer. There are some slight decreases in student attendance at workshops and number of student counseling appointments. This decrease may be due to a recent retirement of a Transfer counselor as well as some special projects in other areas for some Transfer counselors who were doing appointments in the Transfer Center.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
For the application cycles for 2017 and 2018 transfers, students were disqualified from transferring to CSUSM for not submitting their official transcript by the deadline. Strong efforts to remind students through their transfer counseling appointments, social media and campus wide physical signage were made last year to minimize student denials to CSUSM as a result of not providing official transcripts by the deadline. Further, in response to input from the Transfer Center Director, CSUSM developed a new method for ordering Palomar transcripts on behalf of Palomar applicants. It is estimated that these efforts reduced the number of denials as a function of not ordering transcripts by about 80%.

The Transfer Center plays a critical role in assisting students who are denied admission to their transfer institution. Each year as students are notified of the status of their application, the Transfer Center meets with over 100 students to assist them in researching the cause for their denial and when appropriate to assist them with their appeal. The Transfer Center has been highly successful in reversing these outcomes for most students who request assistance.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

1. Counselors will continue to be trained on the value and process of AD-T in the transfer process.
2. More counselors will be recruited to work on the Transfer Center grid to increase transfer counseling appointments and assist in the CSU and UC application workshops.
3. Counselors will continue to receive training and encouragement to guide students on the CSU GE and IGETC certifications including rules for partial certifications, rules specific to course utilization and the appropriate application of IGETC and CSU for STEM.
4. Social media and student elected text interactions have demonstrated to be highly effective tools for helping and notifying students of critical transfer information. Efforts will continue to encourage students to participate in Transfer Center social media/text notifications.

SECTION 3: Achievements and Other Relevant Information

Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!

- The Fall Transfer Fairs are well attended by students where they have the opportunity to meet with over 60 participating universities and colleges both public and private and in and out of state.
- Students were able to meet individually with representatives from CSUSM, SDSU, UCSD, UCSC, UCR, UCSB, and UCI for a total of 153 appointments.
- The Transfer Center co-sponsored a bus trip to Grossmont College for students to attended the HBCU (Historically Black Colleges and Universities) caravan.
- This year was the first year for the Transfer Advisory Committee. The inaugural meeting was held May 9, 2019. The committee has outstanding cross-campus representation and several representatives from Palomar's primary feeder universities. 2 meetings for 2019-2020 are scheduled. The goal of the committee is to improve the "Transfer Culture" throughout campus and maximize a smooth transition for Palomar students into the university system.
- 1129 students participated in the Transfer Center's "Application Quick Questions" sessions in fall 2018.
- The Transfer Center has implemented monthly workshops in 2019/20 entitled "Transfer S+P" (strategies and planning) designed to serve as an orientation to the transfer process.
- New workshops and panels sponsored by the Transfer Center were seen this last academic year including:
  1. UCLA Application Assistance in Insight Questions presentation
  2. UCI general information panel presentation
  3. Transfer Basics and Application workshops at Rancho Bernardo and Fallbrook Centers
  4. SDSU workshop on how to complete the SDSU Supplemental Application
  5. CSUSM on-site class registration workshop
  6. San Diego Educational Consortium "Affording a College Education".
  7. CSUSM Engineering Workshop
  8. UCI and UCSD Admits Welcome Celebration
  9. CSUSM Transitions Workshop
- A Transfer Recognition Ceremony was held by the Transfer Center on May 16, 2019. 44 students and their families, 3 Board of Trustees members, the V.P. for Students Services, the Department Chairperson for Counseling and several transfer counselors enjoyed an expansive dessert bar, a photo booth featuring pendants from multiple universities and the awarding of transfer cords and certificates to our Palomar students accepted to a university.
- Several projects were conducted in partnership with Humboldt State to encourage STEM students to consider transfer to this university.
- 5 Transfer Students were a part of the first group of transfer students to participate and earn a scholarship to National University through their ADT Scholarship program.
- 17 CSU and UC application workshops and 7 drop-in application questions sessions were offered
- A Spring Transfer Fair was held April 16, 2019 featuring local private colleges. This event provides exposure and opportunities for students to consider alternate schools other than the public UC or CSU in the event they did not get an acceptance offer from one of their public university options.
- The Transfer Center Director will continue to work with campus wide projects to improve scheduling efficiency, degree completion projects and Guided Pathways to assure transfer students' needs and interests are well represented in all these activities.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit?   What effect will these changes have on your program/unit?

The statewide transfer articulation website ASSIST has been frozen in 2016/2017 without updates and has made students vulnerable to incorrect transfer curriculum information. In May 2019 the new "GEN 2" system became

available without new information. This fall 2019 seemed to show progress as some schools began to load the new articulation agreements into the system. However, in recent weeks errors are becoming evident as an extensive list of over 200 of Palomar's classes are not being recognized by the system. This leads to errors where counselors and students will may not understand a university's major preparation requirements. Further, because the ASSIST system populates the CSU and UC application system, there is concern that transfer applicants may be short changed when Admissions Offices at the UC and CSU are unable to identify the correct number of required units to transfer and/or assume that minimum transfer courses are missing. The Transfer Center and counselors are aware of the situation, as are the Admissions Officers, however, all will need to be diligent in watching out for students erroneously being denied admission. The Transfer Center is forewarning students to not accept any denial at face value without visiting the Transfer Center where we are prepared with the appropriate contacts to research potential system errors.

AB 705 will manifest itself at Palomar in full this academic year. Concern and promise co-exist as students will be placed now by multiple measures instead of standardized assessments and have only 1 semester to be college level ready in math and will begin English at the college level with or without support. The hope is that reducing time and barriers to college level completion in the fundamental curriculums of English and Math will then in turn will reduce attrition and allow disproportionately impacted students to achieve their fullest potential. The Transfer Center will monitor transfer bound students success in the new system to assure the intent of the legislation is realized.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?

The Transfer Center recently had 1 of its 3 positions become vacant and with the current college fiscal constraints on hiring it is not anticipating replacing this position in the near future. Considering the focus on Guided Pathways in preparing student for career and transfer, this type of position should be considered essential versus elective.

COMPREHENSIVE
PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest <u>strengths</u>?
2. What are our best <u>opportunities</u>?
3. What is our preferred future, what do we <u>aspire</u> to do?
4. What are the measurable <u>results</u> that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

SECTION 1: Overall Evaluation of Program

1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:	Personnel
Opportunities:	Developing Transfer Options outside San Diego county
Aspirations:	Robust Transfer Services Center within a consolidated Counseling Center
Results:	Greater numbers of students transferring in and out of San Diego County

SECTION 2: Progress on Prior Goals

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
Increasing TAG applications		X	
Providing the physical offices necessary to a comprehensive Transfer Center		X	

Identify and train more contract and/or hourly counselor for Transfer counseling activities		X	
Monitor the success of "deadlines campaigns" to remind students of requirements needed to assure successful transfer		X	

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

SECTION 3: Establish Goals and Strategies for the Next Three Years

1. New Goals: Please list all goals for this three-year planning cycle:

Goal #1

Goal	Have representation of the Transfer Center at all the Palomar College campus locations.
Strategies for implementation	Get additional funding for counseling at each location.
Timeline for implementation	By June 30, 2022.
Outcome(s) expected (qualitative/quantitative)	Provide no less than 1 transfer activity at Camp Pendleton, Escondido, North Center/Fallbrook and South Center/Rancho Bernardo as well as transfer counseling at all locations on a regular basis.
How does this goal align with your unit's mission statement?	We want to have equitable transfer opportunities for all of Palomar's students.
How does this goals align with the College's Strategic Plan 2022?	This goal aligns with the District's Goal 2 :Transfer, 2B. The better prepared and knowledgeable our students are in the transfer process the greater their chance for transfer.

Goal #2

Goal	Campaign to assure any student who qualifies for a UC TAG applies during the September filing period.
Strategies for implementation	Use electronic and social media, train counselors, offer more TAG workshops and include TAG information in all Strategies and Planning Workshops to assure students appreciate the value of applying for a guarantee to a UC.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	Maintain the expectation of at least a 5% growth in UC TAG applications year over year.

How does this goal align with your unit's mission statement?	Qualifying students will have more transfer options to consider in the spring semester before transfer and be able to have at least 1 offer of admission.
How does this goal align with the College's **Strategic Plan**?	Goal 2A aims to increase our transfer success rate by 15% by 2021-2022. The greater the number of opportunities our students have the better chance we will have to actualize this goal.

Goal #3	
Goal	Assure that transfer rates to our 3 primary feeder universities- UCSD, CSUSM and SDSU reflect the diversity of our general student population.
Strategies for implementation	Gather data from the 3 schools over the last 3 years to better understand our baseline starting point and transfer trends. Work directly with the universities and Palomar special programs (such as DRC, EOPS. Umoja, Veterans Services and Puente) on campus to support student populations who fall below the desired numbers.
Timeline for implementation	Yearly through June 2022.
Outcome(s) expected (qualitative/quantitative)	Transfer numbers closely aligned with Palomar's diversity.
How does this goal align with your unit's mission statement?	The Transfer Center will assure that all transfer counseling and activities are inclusive and designed to provide equitable transfer opportunities.
How does this goals align with the College's **Strategic Plan 2022**?	Goal 5 speaks to decreasing equity gaps for disproportionately impacted populations. The Transfer Center will begin to review data and implement strategies to address any inequities identified.

Goal #4	
Goal	Assist students and counselors in understanding the value of an AD-T for students in the transfer process and when is the appropriate time to recommend that AD-T.
Strategies for implementation	Periodic training sessions for counselors and inclusion of AD-T information in all Transfer Center trainings and educational materials.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	5% Increase in AD-Ts awarded year over year through 2022.
How does this goal align with your unit's mission statement?	A student earning an AD-T which is "deemed similar" to a degree at a CSU will have an improved admission consideration. The CSUs are prioritizing admission of AD-T students so our students will expand their opportunities for acceptance.
How does this goals align with the College's **Strategic Plan 2022**?	This goal aligns with Goal 1A/Completions as well as Goal 2A, increases in AD-T completions.

How do your goals align with the College's value of equity and diversity?
The Transfer Center's primary mission is to assure the students are proportionately transferring from Palomar.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access Strategic Plan 2022.
The Transfer Center is in alignment with the District's goals/outcomes for degree completion increases, improved transfer successes and assuring students are transferring in numbers consistent with the general Palomar population. The Transfer Center will expand its training with specialist counselors in Veterans Services, DRC, TRIO, Athletics, Puente, and Umoja to assure they are well versed in transfer issues so they are well trained to facilitate their students in the transfer process.

COMPREHENSIVE
PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's **Strategic Plan 2022**.

SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

In order to assure attainment of our goals for the next 3 years it will be necessary to restore our staff to 2 Administrative Assistants and identify funding to assure transfer counseling services at all the District campus sites.

SECTION 2: Need for Additional Resources

STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	New / Vacant / Modified / Temporary	Describe Need:
1)classified Administrative Assistant 2	1,2	2	vacant	Need to replace recently vacated position
2) counselors	1	1,2,3,5	new	Contract and/or hourly counselor for all sites
3)				

TECHNLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests.
1)					
2)					
3)					

EQUIPMENT (Other than technology)					
If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.					
Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					
OTHER RESOURCES					
If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!					
Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

COMPREHENSIVE
PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council	
Person/Group/Council Who Reviewed PRP	Aiden Ely, Acting VPSS Olga Diaz, Interim Dean of Counseling
Date	12/17/19, 12/19/19

Feedback
1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
Highly experienced faculty.
2. Areas of Concern, if any:
Future budget constraints and alignment with a Guided Pathways model may require modifications to transfer Counseling.
3. Recommendations for improvement:

SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Transfer Center Organizational Chart 2019

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                    │   V.P. Student Services   │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │ Interim Dean of Counseling│
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │   Counseling Department   │
                    └──────────────────────────┘
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| Counseling Department Chairperson | ←···→ | Transfer Center Director | ←···→ | Counseling Supervisor |

Contract and hourly transfer counselors

Transfer Center Administrative Assistants

Temporary hourly employee

Supervisory	──────→
Non-supervisory	←──────→
	·······→