Palomar College – Program Review and Planning
Non-Instructional Programs
Academic Year 2015-2016

<u>Purpose of Program Review and Planning:</u> The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Transfer Center

12/3/2016

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2012-2013	2013-2014	2014-2015	2015-2016	Definitions
Student Counseling Contacts	4996	8901	6019	6398	*Face to face appointment meetings with counselors and walk-in assistance in the Transfer Center to include cross enrollment requests: derived from SARS*
Educational Plans	977	962	784	959	A sub-set of "Student Counselor Contacts" where an educational plan was created or updated-derived from: Peoplesoft Ed Plans
Email/phone Contacts	2089	1914	2106	2689	Number of phone calls and e-mails answered by staff and counselors: derived from SARS
Classroom Presentations	350	94	61	408	Number of students reached through classroom visits to provide transfer information.
Transfer Workshops	405	445	560	807	Students assisted in the transfer process through informational/application TAG workshops and CSU, UC application workshops, webinars, University link and other transfer related topics .
Other Transfer Center Activities	584	1017	919	557	Students who participated in University tours, College Fair, university campus rep visits and other in-reach activities coordinated by the Transfer Center-derived from student sign up logs.

Plan for Academic Year 2015-16

I. A. Reflect upon and provide an analysis of the four years of data above

Student contacts have remained mostly stable with fluctuations due to counselor or staff availability. In Fall 2013 we installed a SARS tracking system, that had been removed in Fall 2011, when the Career Center moved to another location . The student contact number almost doubled because we were able to capture student data of those using Transfer Center services. In 2015 the tracking system was down and it was a hit and miss counting the students who sought Transfer Center assistance. Also during the spring of 2015 one of the two staff members went on a 2 month medical leave that affected student contact numbers.

Many more students are not assisted at times when we have to close the center to provide workshops, tours, or other activities that require the 2 staff members and director. There is a direct correlation between available staff and student contact numbers.

- The number of students assisted in Transfer worshops has steadily increased. The need for assistance is greater than the capacity that we have to provide workshops, due to lab availability, staffing and preparation for the workshops.

I. B. Please summarize the findings of SAO assessments conducted.

Students are satisfied with workshop topics and are acquiring information to help their transition to universities. A major component of our workshops is assistance with the CSU and UC application process. The Transfer Center uses SAO's for feedback on every workshop and transfer activity delivered; 100% of participants would recommend the activity, whether it was a workshop, college tour or college fair to other students. SAOs have been instrumental in changes made to workshops and services offered by the Transfer Center. From SAO feedback we have added more time to our workshops, and continue to try to provide more staff to help with the "hands on CSU workshops". We have also included yearly university tours and have changed how services are offered in the Transfer Center. We now offer "walk in application assistance" during the last week of the application period in November.

I. C. Reflect upon the SAO assessment findings in <u>Box B</u> above. Discuss overall observations and any areas of concern or noteworthy trends.

Continued funding for university fieldtrips would help the Transfer Center provide Palomar students options to visit universities both in and out of our service area. Campus fieldtrips taken with GRAD funding resulted in university visits to CSULB and UCI and UCR. SAOs completed indicated it made a significant difference to students to visit campuses. Some commented that their attitude and motivation had changed in a positive way. In the past year we were only been able to visit local campuses due to cost. UCSD provided funds for a bus in Spring of 2016, but GRAD money was exhausted for trips outside of our service area.

In 12/13 with GRAD funds the Transfer Center was able to provide University visits to CSUDH, CSUF and UCLA. Students were able to talk directly to admissions personnel and some actually applied while they were at the campus of Dominguez Hills that year.

In 2013 the Transfer Center collaborated with ASG to provide a tour to UCLA's STOMP Conference, in which 50 students participated. Again students responded in SAOs how it influenced their motivation to achieve the desired gpa for admissions to UCLA.

In the Fall of 2014 students rode the Sprinter to CSUSM, our feeder campus for their "Majors" fair. Many students had not visited the campus in spite of the proximity and their goal of transferring there in the future.

In Spring of 2015 students visited CSU Long Beach.The question students were asked on the SAO was, "What helped you form a decision about applying or not applying to this school in the future?" Students' responses ranged from

"I wanted to see what a university looked like before I applied."

"The feeling"

"seeing the campus"

"Time to explore on my own"

"This has been the only tour I have ever been on and it has opened my eyes to new visions and paths."

I. C. Reflect upon the SAO assessment findings in <u>Box B</u> above. Discuss overall observations and any areas of concern or noteworthy trends.

" I really enjoyed the environment/atmosphere of the school and I also enjoyed the diversity"

College Tours give students a broader window to make informed college choices, and an opportunity for many of them to visit a university.

In the SAO's completed in Fall 14 students addressed the need for more staff during CSU application workshops, this is an area where under the Transfer director special student ambassadors can be trained to help. In response to that feedback in Fall of 15, an additional counselor and all TC staff participated in application workshops for the CSU system. Ambassadors were not available for this type of work.

-Adequate staffing is of utmost importance to accomplish our transfer work. Title 5 Regulations requires that each community college district recognize transfer as one of its primary missions; included in the regulations are program components that include transfer staffing. I full-time counselor assigned to the Transfer Center in addition to the counselors that work 1 day a week in the Transfer Center would help alleviate transfer counseling responsibilities and the many transfer functions associated with Transfer Centers. A college nearby has 3 full-time counselors in addition to 2 full time staff members and part time counselors.

There is a need to have a computer lab dedicated to the Transfer Center with room for a minimum of 20 students, for the many workshops that are offered in the Fall during the application period that runs from September- November. Currently the Transfer Center shares the Career Center space, which makes scheduling difficult. The Transfer Center also uses the labs in the library, but they are not always available. Our small computer space in the Transfer Center needs upgrading. The space needs to be redesigned to allow better and more access. We currently have only 5 computers, and need to provide more privacy for students when filling out sensitive college information.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's <u>Strategic Plan 2016</u>, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The Transfer Center has been active in providing services that are critical for transfer students. The Center has gone from offering 7 total CSU and UC application workshops in Fall 2011 to 29 in Fall 2015, with opportunities for walk in assistance created. Workshops at the Escondido Center were added and were well attended. Transfer topic workshops are also offered to assist students with the intricacies of the transfer process, as well as to provide the different transfer options for private and out-of-state (WUE) options. Workshops serve a diverse student population, we are assisting students identified in our Equity plan, which include latino, African American and veteran students.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

        Counselors are not exclusively assigned to the Transfer Center; therefore it is important that they receive the most updated transfer information in a timely manner. There are important conferences for counselors like; ETU (Ensuring Transfer Success by the UC system) held in spring, the CSU annual conference, the UC Conference (both in Fall) and the WACAC (Western Assoc. for College Admission Counseling) conference that addresses the Private Schools and legislation that affects CC's. It is important that counselors have the opportunity to attend conferences and to return to help train the department faculty. The responsibility for dissemination of crucial transfer information is one of the Transfer Center Director's responsibilities, but general counselors who attend have opportunities to get first- hand information, to network and troubleshoot with colleagues and feeder institutions and to assist in some of the training.

As the college calendar changes, it is critical to remember that the final week in November is a time that the Center needs to be able to provide services to students. The students who are least prepared and need the most help often are the last to apply and are affected by a shortened calendar year.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >$500) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	workstation for computers		1 & 4	A smarter use of space is needed to accommodate students using our computers. A new work station with slimmer design would allow an additional computer.	2000	One time	no
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.				Computers are used during the registration period.TC staff and ambassadors help students with registration questions. They are also used heavily during the university application period.			
b2.							
b3.							
b4.							
b5.							

Plan for Academic Year 2015-16

c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Budget for Tours	1	1.3	This activity provides a direct impact to prospective transfer students.	5000	On-going	no
c2.							
c3.							
c4							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Conference Fees	3	3.3	Strengthen programs and services for our students in order to support their educational goals." There are 3 critical conferences every year; the CSU, UC and Ensuring Transfer Success conference. We send counselors when there is money, but would like to have funds to provide this opportunity to counselors on a yearly basis.	$2500	On-going	The Transfer Center budget that would cover this expense was reduced by $1,000, leaving us with 4000 for all expenses that we have to incur for the year.
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

* Fall 2015 – 2,155 students were assisted directly in 37 transfer workshops and drop-in application assistance.

CSUSM numbers: Fall 2016 transfers from Palomar College – 813
     Fall 2015 transfers from Palomar College - 728
     ADTs to CSUSM- Fall 2016 (63) Fall 2015 (45)

SDSU numbers: Fall 2016 141 admits out of 648 applicants
     Fall 2015 137 admits out of 656 applicants
     ADTs to SDSU- Fall 2016 (11) Fall 2015 (0)

Other Stats: PC transfers to CSU:
Year 2015/16 -   not available
       2014/15 -   1,250 students
       2013/14 -   1,131 students
       2012/13 -   1,077 students

UC System Admitted students from Palomar (information derived from UC infocenter;
Fall 2015- 342 admitted with 179 enrollees
Fall 2014- 261 admitted with 202 enrollees
Fall 2013- 254 admitted with 196 enrollees
Fall 2012- 325 admitted with 260 enrollees
.
From Data Mart: ((most recent data available)
Year 2013-2014 In-State Private Institutions - 243
Out-of –state universities   398
Total: 641
  Year 2011-2012
 In State private: 301
    Out-of-state: 455
 Total: 756

STEP V. ACCREDITATION   For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.
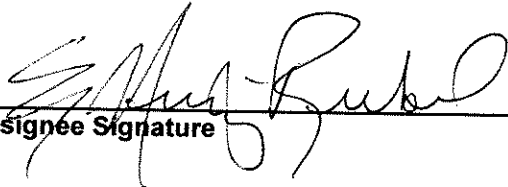
NA

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)
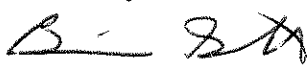
The colleges transfer function will become more critical as new ADTs (Associate Degree for Transfer) are developed and the requirements of the Student Success Act are implemented. I strongly recommend adding a counselor dedicated to Transfer Center counseling. The Transfer Center Director has to participate in meetings and uses 60% release time to attend to activities outside of counseling. With the ADTs becoming institutionalized statewide, it would be beneficial to the Transfer Center.

Please identify faculty and staff who participated in the development of the plan for this department:

Plan for Academic Year 2015-16

| Elvia Nuñez-Riebel | Lisa Douglas | Brittany Wong |
| *Name* | *Name* | *Name* |

| | | |
| *Name* | *Name* | *Name* |

_____   2-2-2017
Department Chair/Designee Signature   Date

_____   2-2-17
Division Dean Signature

_____   2/3/17
Division Vice President Signature   Date