



## Student and Learning Support Services Comprehensive Program Review Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Lucy Jovel

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### CONNECTION TO THE COLLEGE

**1.A. DIVISION:** Counseling, Advising, and Matriculation

**PROGRAM NAME:** Transfer Center

**1.B. YEAR OF REVIEW:** AY 2021-22

**1.C. PROGRAM REVIEW TEAM:** Ernesto Hernandez, Program Services Coordinator, Lucy Jovel, Counselor/Faculty Lead

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

- i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

The Transfer Center supports the College's mission, "to empower and transform a global community of learners," by providing transfer support services and transfer counseling to our students throughout all stages of the transfer process. The primary goal is to develop transfer understanding and support transfer achievement, while providing comprehensive services that facilitate a successful transition to baccalaureate granting universities and colleges.

The Transfer Center develops comprehensive resources, activities, and events designed to directly support students to reach their transfer goals. Transfer support includes but is not limited to the following activities: application workshops, in which students gain assistance to complete California State University, University of California, Coalition and Common, and private university and professional program applications. The Transfer Center hosts informational sessions focused on providing exposure to different university and college campuses; coordinates tours and conferences to local and regional colleges. Hosts two annual college fairs that provide exposure to 50+ university and colleges; as well as, manages bridge advisement partnerships, such as the UC Davis Transfer Opportunity Program. Additionally, coordinates counseling services for students through a team of transfer and Meta Major counseling faculty. Transfer counseling supports educational planning to support the completion of the Associate Degree for Transfer (AD-T), the completion of UC Transfer Admission Guarantee programs (TAG), and transfer to selective campuses. Transfer counseling is delivered with expert transfer credit evaluations, accurate educational planning with updated information about articulation and transfer requirements.



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Overall, the Transfer Center serves as the primary hub of transfer activity at Skyline College and is the primary source of transfer information and support services.

### ii. Alignment with the College Values

Place a check next to the Skyline College Values that are integral to your program's operations; for each value checked, provide a concrete example of how the value connects to your programs.

**Social Justice:** We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

The Transfer Center's primary goal is to provide comprehensive services that serve to facilitate a students' transition from Skyline College to a baccalaureate granting institution. Through our services, programs, and front desk support, the Transfer Center strives to serve each student with respect, humility, and responsiveness. The Transfer Center implements a student first approach by challenging and changing student service systems that pose as barriers for students. Our program philosophy is to also build positive and coordinated relationships with Counseling Faculty, instructional faculty as thought partners and discipline experts, and our network of external university and college partnerships that include admission managers, and external collaborators that include university and college staff and faculty. The Transfer Center is managed by a classified coordinator and a faculty counselor, also ensuring positive work relationships amongst constituencies.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The Transfer Center remains an open access space in person and on line, that is committed to providing services to all community members. Accessibility to services has been a long-term commitment to the Center, ensuring that service hours of operation extend throughout the year with counseling and support staff. We work with students in multiple modalities, by phone, in-person, virtual spaces, and to provide accommodations to ensure that students can express themselves freely. We ensure our space is welcoming



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and that our front desk staff treat students, and community members with respect and humility.

- Student Success and Equity:** We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

In alignment with the college values and the People's College Initiative the Transfer Center works to address the barriers and opportunity gaps for our marginalized student groups with more purposeful data-driven programming. The data provided through this CPR highlights the same trends we see across the state, a large gap between the number of Hispanic/Latinx and African American/Black students who declare transfer as a goal and those who transfer. Additionally, we see a large gap in transfer attainment for our Pacific Islander students. The data provided indicates that students in these groups at Skyline College have higher transfer rates when they engage in Transfer Center Programming. Given this information more strategic and intentional programming needs to be designed to increase transfer rates for these student groups. We understand the role of transfer as a function to promote economic mobility for our diverse student population and work to ensure that each student has the resources and support they need to succeed.

- Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

The Transfer Center's primary goal is to support students understanding of transfer, and achievement of transfer. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs. The Transfer Center, through coordinating counseling activity and programs, aims to support students to earn Associate Degree for Transfers, General Education certificates and certifications, as well as supporting Skyline College degree completion via auto graduation petition efforts informed through data and through campaigns to remind students to apply for their degrees.

- Community Partnership:** We value a deep engagement with a community we serve through collaborating with local school districts, industry, non-profits, government and the



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arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

The Transfer Center collaborates with local high school districts in collaboration with Skyline Outreach and Admissions. The Transfer Center facilitates sessions at Priority Enrollment Programs, High School Connection Nights, High School fairs, and through advisory boards with high school counselors (2019). The Transfer Center also plays a role as an intersecting office between segments of higher education. The Transfer Center is a vital and cultural center connecting the student, as well as staff and faculty community, to cultural, academic, and motivational programming offered by our network of university and college partnerships. As a center we operate for the entire campus community as well as our local community. For many the conversation around transfer starts early on, our partnerships with our local high schools is important to the student experience. Presentations provided for high school students, parents, faculty, and staff about the transfer process informs the community at large the endless possibilities that transferring from Skyline College provides

**Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

The Transfer Center recognizes Participatory Governance and the need to gain feedback, and approval, when necessary, from constituent bodies as well as participant governance constituents. The Transfer Counselor has served on SEED and SPARC committees as well as channeling a voice at SSLT that can be represented at the management council. Counseling Faculty with transfer assignments have also served on the Academic Senate and have chaired, Educational Policy. In addition to participant governance participation, all staff and faculty in the Transfer Center have played a role in the Comprehensive Redesign, its workgroups, and Meta Major implementation.

**Sustainability:** We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

### 1.E. PROGRAM PERSONNEL

i. Provide the current FTE of each category of personnel:

- FT Faculty FTE: 1.0
- Adjunct Faculty FTE: 0
- Classified Professionals FTE: 1.0
- Manager/ Director FTE: 0



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- Dean FTE (if applicable): 0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program.

Not Applicable

Since the last CPR, the Transfer Center has had several changes in staffing. A new Faculty Lead/Counselor stepped into the position fall 2015 and the position of Program Services Coordinator (PSC) has had a lot of turn-around. Since fall 2015 with the transition of the new coordinator a lot of programming shifted as there was only a part time PSC in place until the position was left vacant with a temporary 1-month replacement, then left vacant until fall 2016. Programming for the Transfer Center accelerated and picked up momentum from fall 2016 through end of fall 2019. In the middle of fall 2019 the PSC went on paternity leave and then a change in positions occurred leaving the position vacant until October 2020. When the PSC position is left vacant the Faculty Lead is left with little support to scale programming and has sought the support of student workers and Counseling Division faculty to maintain programming. However, the Transfer Ambassadors positions has not been consistent during this time, with a range of 1-3 students working with the center at different times of the year, as hiring is all dependent on federal work study qualifications.

Additionally, in the last CPR the articulation role was part of a Counselor assignment. In fall 2018 a Program Services Coordinator was hired to manage the Articulation Officer Role and they work alongside the form Articulation Faculty Lead.

Lastly, as the Transfer Center has integrated into Meta Major transfer counseling. The Transfer Counselor serves also as a Society and Education Meta Major counselor. Counselors with previous transfer assignment also serve Meta Major students. The result is a current 1.0 FTE faculty assignment, but in previous PRU/APP cycles it ranged from 1.2 to 1.4

iii. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Not Applicable

While services have grown exponentially as shown through increased participation in fairs, application assistance workshops, campus tours and visits to the Center; the staffing has not changed. There continues to be a need for an Office Assistant II and the institutionalizing of funding to maintain 3 student positions. A dedicated OA II would be able to maintain reports, manage center day-to-day operations, supervise student assistants and provide administrative support to program and service efforts. This would free up the Programs Services Coordinator to do more marketing and outreach, building campus collaboration, and contributing more to writing reports and grants and program development. This would allow the Transfer Center Faculty Coordinator to concentrate

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efforts on program development, fundraising for new programs, develop student materials and resources, and most significantly furthering cross-collaboration efforts.

In addition to an OA II, we recommend institutionalizing funding for 3 student ambassador positions to meet the demands of the campus community and needs of the center. With the extra staffing, it is projected that we could increase the number of tours we have from 3 to 5, and allow us to provide opportunities for additional application assistance and Transfer workshops, as well as, facilitate more classroom presentations. Most importantly, a dedicated OAll and student workers would allow the Transfer to extend its operating hours to support evening students both in-person and online.

Transfer programming has changed in the last 5-years due to the increasing demand from CSU and UC institutions. The Associate Degree for transfer has changed our workflow, which has meant stronger collaborations with Admissions and Records (A&R) to verify student AD-T completion in order to ensure transfer for many of our students. Additionally, General Education certification processes have changed as well which has changed how the PSC and Transfer Faculty lead work with A&R. As demands for these administrative processes increase there is increased need for a Transfer Center Director position to manage, direct and participate in all activities of the Transfer Center and articulation, in an effort to increase to meet the state-wide, legislative, and college wide efforts to create a transfer sending culture. This will allow the Faculty Lead to focus on counseling and participatory governance to build and support more student facing programming.

### 1.F. PROFESSIONAL DEVELOPMENT

- i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet
  - the mission of the program,
  - the aim of the college to increase equity.

The following are professional development opportunities that the Faculty Lead and Program Services Coordinator have attended to stay abreast of transfer information and equity training—

[please see section below:

- ii. Are there any unmet needs pertaining to professional development? Please specify.
  - Not Applicable

Transfer Director Orientation (CCCCO- 2016): Upon the start of their role in fall 2016 the Transfer Center faculty lead received training from the State Chancellor's office on best practices.



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Ensuring Transfer Success Conference - ETS (2016, 2017, 2018, 2019, 2020, 2021): Attended annually by Transfer Center counselors, ETS is hosted by the University of California. At this conference relevant transfer updates and practices are shared with counselors.

CSU Counselor Conference (2016, 2017, 2018, 2019, 2020, 2021) – Attended annually by Transfer Center counselors, the CSU conference provides learning opportunities on campus updates, transfer trends, etc.

Transfer Director Meetings (ongoing) – As part of the Region 3 and 4 Transfer Directors, the Transfer Center faculty lead meets at minimum twice a semester with other leads in the region to learn about policies and practices that impact students in their region.

CCC Transfer Counselor Conference (2020, 2021) – This conference is an opportunity to learn from Transfer Leads across the state on best practices for supporting transfer students.

UC Davis TOP Summit (2015, 2016, 2017, 2018, 2019, 2020) – As part of our Transfer Opportunity Program (TOP) commitment with UCD we participate in their annual summit where they train and partner with TC counselors, faculty, and staff.

SFSU Counselor Conference (2017, 2018) – As our local campus the training opportunity allows us to stay abreast of campus admission policies and programming

California Collaborative Advising and Counseling Conference (2018)

In an effort to strengthen our understanding of how we can work to close opportunity gaps for students, both the Program Service Coordinator and counselors attended the following conferences:

Equity Summit (2018, 2020) & Pathways to Equity Conference 2020

### CURRENT STATUS

#### 2.A.1. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 1

*If no goals are completed or discontinued, leave 2.A.1 through 2.A.5 blank. Rather, provide responses in [Section 5.B](#) for ongoing or revised goals.*

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Fall 2012 Goal: To be a leading Transfer Institution in the State, and work to close the transfer attainment gap among underrepresented student populations at Skyline College.

Measure of success via workshop surveys and data provided by PRIE, UC, and CSU information centers

**STATUS:**  Completed  Discontinued



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### **SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS**

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

To achieve the goal of being a lead transfer institution in the state, strategies and tactics identified in the previous program review have been assessed annually through the annual program review. While we are not a lead in the state, the number of students transferring from Skyline has increased in the last 6 years.

Several achievements can be highlighted and tied to the strategies outlined in the Transfer Center action plan. The effort to increase and expand the number and the variety of workshops is a notable achievement as it addresses the strategy of increasing scope and reach of on-campus/matriculated students. An example of the value of in-reach efforts lead in the summer and early fall 2018 semesters the PSC designed and completed a mass marketing of the CSU Spring 2019 application for the August application period, reminding students to meet with counselors to review their eligibility for a possible Spring transfer. That year we saw a notable increase in students applying for the spring transfer application cycle. Annually, the Transfer Center hosts a variety of workshops, in the past five years they've varied between 60-80 workshops between the fall and spring semesters in an effort to support students through the transfer continuum.

Another achievement to note is the consistent efforts to increase cross- departmental and cross-divisional information sharing and exchange to build a campus-wide transfer culture. While Transfer Center staffing is limited, programming and collaboration has nearly doubled. Collaborations with campus programs like EOPS/CARE/CalWorks, TRiO, Promise, Honors Transfer Club, learning communities, outreach, on campus conferences/events, and a variety of classroom presentations has allowed us to provide opportunities for students to access our resources in place, programs, and spaces they engage in.

This goal was designed in fall 2012 through the implementation of Transfer Initiative and at this time the goal will be revised.

### **IMPLEMENTATION STEP(S)**

The transfer related support services and activities provided to Skyline students, faculty, and staff to help attain our goal include (but are not limited to) the

Strategy A: Increase Transfer Outreach efforts through both on-campus and off-campus outreach from several departments in a coordinated effort. The TC Program Services Coordinator and TC Faculty lead continue to collaborate with the Outreach office, visiting and presenting and feeder high schools for parents and students. Additionally, in reach efforts on our campus include participating in campus activities and events, tabling in building six, hosting virtual drop-in spaces, as well as hosting annual transfer fairs.

Strategy B: Provide students with transfer support workshops and events this includes UC and CSU application workshops, Transfer Seminars, TAG workshops, AD-T workshops, Transfer



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Alumni Panels, etc. Hosting transfer related events both in person and online continue to provide students with transfer exposure that is pivotal in their transfer experience. Every year about 60-100 workshops are provided to support students in their transfer journey.

Strategy C: Increase campus representation and student participation in meeting with campus representatives. Increasing connection and building a network for students at the university is pivotal in building confidence and helping maintain transfer momentum and is initiated when they have opportunity to meet university representatives.

Strategy D: Utilize and develop technological tools that create efficiencies for students. The Transfer Center website provides transfer center activities and transfer information for students and the campus community. The open computer lab provides students with a space to do their research regarding transfer information. Social media is used to promote transfer-related events, activities, and partnerships. The use of campus communication has been pivotal in getting communication out to the campus community.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### 2.B. ACHIEVEMENTS

Describe the program's achievements since the last CPR (beyond what was addressed in 2.A).

Consideration may include, but not limited to:

- Successful and/or innovative programming, initiatives and plans
- Fruitful collaborations beyond the program
- New or updated curriculum
- In-reach/outreach efforts
- Technology or operational improvements
- Successful use of data to improve student outcomes and equity
- Maintenance of high levels of excellence
- New degrees, certificates, and/or pathways



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Transfer Center achievements include collaborative efforts, improved in-reach and outreach efforts, as well as significant improvement in the use of data and technology to support Skyline College Students. First, The Transfer Center implemented ADT Complete, an auto petitioning campaign for students who applied to the California State University and will also earn a Skyline College Associate Degree for Transfer. This program is in collaboration with Degree Audit and Admissions and Records. By utilizing data from the CSU Chancellors Office and local data reports, the Transfer Center is able to support the submission of over 200 degree petitions a year. Large campaigns have been developed including direct contact efforts that include text message reminders, phone calls, and follow up activity. Counseling Faculty support these efforts twice a year, from January to March in the Spring semester for fall applicants; and September to October in Fall semester for spring applicants, to evaluate a students' ADT progress on Degreeworks and proactively contact the student. This change made in 2018 has made us accountable to be proactive with our efforts and at the same time, making our graduation application process student centered. Notable achievements include Transfer Center trainings. Most notably, the Promise Scholars Program and Transfer Center collaboration has allowed the Transfer Counselor to train PSP team members. In addition, the Transfer Counselor/Faculty Lead provides trainings/updates biweekly at the Counseling Division meeting. In addition, Promise Scholars Program has implemented Transfer Center activity as part of PSP program requirements, including the annual Transfer Fairs. Other notable meetings include the UCLA Conference in May 2019 that invited Skyline College community and staff and faculty from the northern region to a conference at Skyline College in the Intercultural Center. The Transfer Center has improved technologies since 2016. First, communication to student listservs, has been improved through the use of Canvas marketing websites, front desk direct student contact reminders, and through the use of Google Text, as well as MCPR services. Second, technology for student engagement has been improved since the implementation of Student Success Link, and the replacement of SARS Grid. Third, the use of data has helped the Transfer Center program. In 2017, Transfer Coordinators with the support of the UC Info Center, the CSU Chancellors Office, PRIE Office, and District Information Technology and Student Services, implemented the use of advanced data sets to improve in-reach but to also support students in achieving critical milestones. The Transfer Center now uses the Transfer Admission Portal (TAP) for report generation and student case management; the CSU e-Verification data share to support students to achieve their Associate Degree for Transfer (ADT), and UC Info Data Share to support UC Applicants; and ITS "Ready to Graduate Reports" in previous years to support ADT campaigns. The goal moving forward, is to standardize these efforts through Student



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Success Link, and its Success Plans and Automatic Reminders, as well as MCPR SSL integrated text solutions. The Transfer Center in 2022 will use SSL reporting and CCCApply reporting from PRIE to better support new entrants and returning students at Skyline College. The implementation of data informed practices has allowed the Transfer Center to apply action strategies identified by data results within days, allowing for timely supports at critical deadlines including Skyline Graduation and university admission deadlines.

### 2.C. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The Transfer Center is impacted by significant enrollment declines. Enrollment has been declining over the last 7 years, but the enrollment decline at Skyline College from 2019 to 2022 is having impacts on transfer applications at the time of this report. University system initiatives like UC's "2 to 1"; UC Pathways+, and ADT Pathways at CSU, and ADT initiatives at AICCU campuses have impact on transfer practice. Constant curricular transfer requirement changes at campuses, and updates in selectivity as well as impactation at public universities impacts transfer practice significantly, especially students. The Transfer Center is directly impacted by legislation, whether as a program or through articulation, that defines a student's entry into a university. Legislation from Senate Bill 1440 that developed the Associate Degree for Transfers as law, to Assembly Bills 928, 1111, that mandate development of standard pathways and common course numbering across the state, all imply and impact a students' transfer. These bills also mandate accountability structures that in practice, mean development of processes within our departments, including current ADT eVerification in this CPR cycle. SB1440 better known as the Associate Degree for Transfer has large implications for Skyline College. In this CPR cycle alone, 2,210 Associate Degrees for Transfer have been conferred and awarded at Skyline College since 2015-2016. The growth of these degrees implicates the Degree Audit office with larger evaluation volume. The Comprehensive Redesign had a direct impact on the Transfer Center with 2018 implementation of Meta Majors counseling. Students have Meta Major counseling teams that provide transfer support as well as transfer counseling provided by TRiO, EOPs, PSP, and learning communities. At this current time, transfer counselor assignment is 1.0 as previous years it has been 1.2 and ranged to 1.4. Legislation and initiatives have impact on the Transfer Center.

## ACCESS

### 3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

The Transfer Center collects program related data that is mostly related to the following: student participant tracking, event and activity attendance reports, student contact reports,

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UC and CSU data share agreements. The Transfer Center, specifically since 2017, developed an accountability and data reporting structure within the program that collected data on over 8000 student contacts. Over 8000 records, have been collected through SARS Grid Counseling Appointments, SARS TRAK that tracks student visits, and SARS GRID Group that tracked group activities like workshops, tours, and conferences. The Transfer Center provides surveys to students to complete after events about PSLOs. PRIE also developed a survey at time of this report and received responses, although to note, with a lower response rate. In addition, the Transfer Center uses larger data sets from the UC Info Center, CSU Chancellors Office, and ITS DegreeWorks reporting, to generate action strategies for transfer awareness and transfer achievement campaigns. Most of the data collected in this CPR cycle is individual student case records and quantitative data. Although some open-ended responses have been received, the data collection efforts have been mostly quantitative and do not include interviews, focus groups, or other critical and qualitative or mixed methods. Work in the future should include more attempts to collect qualitative data with PRIE and faculty and staff colleague partners who may have training and expertise with this methodology and to pursue this through professional development if feasible.

### **3.B. USAGE TRENDS**

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

Please see the attached report completed by PRIE. In this CPR cycle, due to the large amounts of data and record match data analyses, we worked with the PRIE department to develop a method that compares transfer center records with both College student information records as well as the National Student Clearinghouse. The methods are explained in the report attached and developed by PRIE. PRIE included 7995 student records provided by the Transfer Center program. Those records had parameters of Spring 2017 to Fall 2020. Transfer Center usage is higher than 7995 records, but some records were excluded in the attached report. Those include student contacts such as transfer center visits recorded data, appointments with university admission professionals, campus tours, online visits generated through website tracking.

### **3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA**

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

The Data has been disaggregated by ethnicity and race, as well as low income status, as defined by Skyline College PRIE methods. Disaggregation was also run to include a disaggregation set for gender, and first-generation attributes. The Transfer Center was able to

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learn through an informative disaggregation report produced by PRIE. It included 7995 Transfer Center student participant records, included in the analysis. Please see the report to look at tables, figures, and statistics developed by PRIE for this CPR cycle.

### 3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program.

- i. What usage trends do you observe, and what may account for these trends?

Many trends were observed in the data. First, we observed that 29% of transfer seeking students, defined by their educational goal on CCCApply, from 2017 to 2020, accessed the Transfer Center for either a workshop or a transfer counseling appointment. From these 3085 Transfer Center users, 40% had only a counseling appointment. 27% participated in both a counseling appointment and a workshop. 33% of 3085 students only attended a transfer workshop. The methodology is important to understand as the “Transfer Center Usage” reported in this study is not calculated on transfer center service to all enrolled students during this period, which was over 14,000, but instead the method focuses on 8056 records, as these students had a defined transfer goal on their student profiles in Banner. Another observation was that a large number of program activity came from 2018 to 2020 as the Transfer Center offered significantly more informal “drop in” activity than structured workshops to support students’ transfer admission applications. The assessment also identified further improvements required in programming to ensure equitable access for certain student populations. Notable trends observed in the data demonstrate the following. The assessment indicates that American Indian/Alaskan Native students, Black and African American Students, and Pacific Islander students access the Transfer Center at lower rates than other student populations included in the comparison analysis. However, PRIE’s method of “Transfer Center Success Multiplier” is defined as, “how much more likely a student is to successfully transfer if they used the Transfer Center, compared with transfer-seeking students who did not use the TC” demonstrates these groups do have significant benefit from transfer service when they receive it. That means, that American Indian/Alaskan Native students with a multiplier of 4.0, and Black and African American Students with a 1.8 multiplier, and Pacific Islander students with 1.5 multiplier, gain significant assistance when they do access the Transfer Center, representing a development of a new goal in this CPR cycle to reach more students as identified in this report. Students who identified as White in CCC Apply, had lower transfer center usage rates than Asian, Filipino, Hispanic and Latinx student populations, as well as students who identified as multi-race. Finally, there was no transfer center usage difference between low income students and non-low-income student usage. Non-first-generation students in this analysis engaged with the Transfer Center at higher rates than first generation students. The tables and summaries are present on the attached report provided by the PRIE department.

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- ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

The sample size included 7995 analyzed transfer records compared with 8056 transfer seeking student records sourced from CCCApply. From this analysis, PRIE was able to form “Transfer Center Use Rates” using data from 2017 to 2020. Access to the Transfer Center was generally representative of College demographics, but opportunity gaps were identified by the Transfer Center. Transfer Center users are demographically similar to the total student population, and to transfer seeking students overall at Skyline College. However, there are slight statistical overrepresentations and underrepresentations found in this data. We must write to the observation that a major statistical category representing students with a “transfer goal” is concerning and requires action. On average based on this study, 63% of all students had a transfer goal. That is consistent across ethnic and racial student populations, however, Black and African American Students, American Indian and Alaskan Native, as well as White students, experience a lower number of students selecting a transfer goal at the time of application to Skyline College. The transfer goal percentages for the groups aforementioned, compared to the 63% overall aggregate, are 58%, 35% and 56% respectively. These are deviations from the 63% aggregate and represents significant transfer encouragement work and outreach that needs to be done before a student enrolls at Skyline College to help present the transfer function as a viable pathway to earn a degree for students that have been historically disadvantaged by systems, policies, and institutions. Another notable demographic access indicator is that there is great opportunity to serve Pacific Islander students better. Pacific Islanders as a student population, access the Transfer Center and its services, at significantly lower rates than other student ethnic and racial groups. Moreover, although there are no statistical significant differences between low income students and non-low-income students accessing the Transfer Center, low income users only represent a 29% usage and that requires action by the Transfer Center. Tuition structures and sticker prices can be a further barrier to students, but transfer programs and financial aid programs like Cal Grant, UC Blue and Gold, CSU university grants, and financial aid for undocumented students as well as international students, provides an opportunity to help us serve a large number of low-income students and provide support, resulting in more opportunity for low income students.

Another disaggregation also provides insight into male users. Across racial and ethnic student groups, Black and African American male students, Asian male students, Hispanic/Latinx male students are less likely to access transfer center than female students within these respective student populations. Finally, an observation was made that although more female students access Transfer Center services than male students, female students had lower rates of transfer seeking goals at the time of application to Skyline College. That is, 67% of male students report on CCCApply they are pursuing a transfer goal as compared to 60% of female students. This represents similarly to aforementioned, more intentional supports at the time of recruitment to the College –

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and more opportunities offered at local feeders and community organizations to encourage the transfer function and confirm its effectiveness.

- iii. What are the implications for how you will provide services and conduct outreach for your program?

There are significant implications that are identified by the data analyzed in this CPR cycle. First, the data implies the Transfer Center must do more programming, supporting, and presentations at local feeder high schools, community organizations, and develop possible family nights for families to understand the transfer function and gain confidence in its ability to mobilize students from CCCs to college and universities. While the Transfer Center data demonstrates statistical representation of servicing all student populations, there have been significant gap analyses that have been defined by this analysis that the Transfer Center can support with improved outreach efforts and through more communication and engagement with technology such as SSL. This also highlights the collaborations needed to positively impact our students, by working with programs like BAM, TRiO, EOPs, PSP, Learning Communities, and College Outreach to work with students during the prospective phase while in high school, adult schools and the greater community – as well as reaching organizations that have contact with our working adult student population and returning students. There are large number of prospective Skyline College students with multiple college records that need transfer specialized evaluation. This analysis helped form the development of three new goals in this CPR cycle.

## EFFECTIVENESS

### 4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upload the [Improve](#) (formerly *Tracdat*) report showing the last six years of results that you reference in the narrative

- i. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

The Transfer Center has three PSLOs all centered around students understanding and ability to integrate what they learned to their transfer journey and decision making, tied to Critical Thinking and Lifelong Learning. The results in the last 6 years have shown that we have met and exceeded the goals Critical Thinking, Self-Awareness and Interpersonal Skills, and Life Long Wellness by over 80% annually. The results indicate that students that engage with our program are more likely to feel better prepared to plan and engage with transfer planning and knowledgeable about the transfer processes. While see an upward trend in workshop and event attendance, we would like to see an increase in the number of participants completing the surveys. Transfer workshops have proven to have results in student confidence and increasing interest in transfer planning, this indicates a need to continue to provide a wide variety of ongoing offerings.

Current PSLOs:



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Students who utilize the Transfer Center's services, events, and programs will demonstrate the ability to access, utilize, and integrate transfer information learned into their transfer planning.

Students who utilize the Transfer Center's services and resources, and participate in the center's events, will demonstrate an increased level of confidence in their transfer knowledge.

Students who access Transfer Center services will understand the elements of transfer to four-year universities. (ex: admission agreements, major core requirements, transfer articulation agreements, etc.)

- ii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes, the current PSLOs continue to be relevant to the Transfer Program. All three are centered around ensuring students are learning from the services provided.

In Spring 2019 one of the PSLOs was inactivated. The PSLO Transfer Outcomes, sought to measure students that identified as Transfer seeking would transfer to a four-year institution. Transfer velocity could not be tracked accurately annually. Additionally, there are many external and personal factors that impact student transfer, that the Transfer Center program alone cannot impact.

- iii. Please check the boxes to indicate that the following tasks have been completed.

Updated new or changed PSLOs on the program website after approval by the appropriate person(s)

Not Applicable

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

### 4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

Not Applicable

- i. Provide additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

In accordance with title 5 regulations, the Transfer Center Faculty Lead and Articulation Officer are required to submit a report every Fall to the California Community College Chancellor's Office that summarizes the college's transfer and articulation activities for the previous fiscal year. The Chancellor's Office then utilizes information from the report to meet part of the reporting requirements to the Legislature, identify trends, and answer questions received from Transfer Center Directors and Articulation Officers across the state.

- ii. What were the results? What may account for these results? What are their implications to



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your programming?

This report allows us to assess annually our transfer activity. Annually, we can see an increase in transfer activities and growth despite staffing challenges. In the last six years a notable trend has been the need for personnel to help build services to support students, this could be in the form of student workers, an office assistant, and a director that could support the center year-round. Also, important to note from this report, is the need for more fruitful and intentional collaboration with the articulation officer to increase the number of Transfer Articulation Agreements with universities, so as to increase student access to private institutions. Lastly, the results also point to our missed goal of establishing a consistent advisory committee. This committee is required and necessary as we move into a new reporting cycle.

### 4.C. STUDENT FEEDBACK

Check here if student feedback is already reflected in 4.A. or 4.B.

Concurrently assess course SLOs and ISLOs.

If student feedback was not addressed in 4.A. or 4.B., briefly describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. Upload feedback results.

Student feedback is solicited at the end of most all events and activities that the Transfer Center hosts, section 4A captures this student feedback as it is used to address our Program Learning Outcomes. Student feedback regarding events and workshops, allows us to make adjustment to programming in the moment to ensure that students are getting the services they need from our program.

PRIE completed a student survey to engage students that are not utilizing Transfer Center Services; this is a quantitative survey. The survey was sent out to 1,715 students in the fall 2021 semester, a total of 66 students responded resulting in a 4% response rate. Response from students that were both non-users (38) and users (28) came back with some telling information that we will use as we return to campus and navigate hybrid programming. Students shared a need for more access to counseling, transfer timelines that students can follow, Transfer Center visibility and presence online and in person, as well as access to drop-in services.

## ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement.

Identify one-to-five goals total: ongoing, revised, and/or new goals.\*

### 5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in

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which further action is needed. Reference relevant sections of the CPR that provide further insight.

In the last six years, one challenge that remains a constant is staffing the Transfer Center to operate in a way that supports students year-round. Currently, a Program Services Coordinator manages the front desk, they design and support transfer programming year-round, and manage 1-2 student workers. As we now operate in a hybrid modality challenges are more evident as we are trying to expand services online.

The pandemic altered how we have worked with students, university partners, and how we operate as a function in a hybrid modality. Transformation of workshops from in-person to virtual has created access for many students to attend, but attendance has not reached pre-pandemic participation. An area of improvement that we need to improve is the Transfer Center website as students are primarily using this as a tool to access information and services. Additionally, universities are also not visiting the Transfer Center in person due to COVID mitigation, but also limited staffing and budgetary limitations on their respective campuses. Instead they are relying on virtual meeting spaces for their work. The virtual meeting space for students is beneficial as hours of operation have been extended. However, our ability to collaborate and partner with representatives looks different.

Lastly, an area for further action, is technology. In March 2021 the Counseling Division transitioned from SARS to the Student Success Link (SSL). The transition created some challenges in how we track our student activity, but we hope that with further development of the SSL to have access to communicate and support students more effectively. At this time we are utilizing Calendly to track student activity, however Calendly does not yet integrate with the SSL. If a future integration were possible, tracking student participation would be more efficient.

### **5.B.1. ONGOING OR REVISED GOAL – Goal # 1**

*If no goals are ongoing or revised, leave 5.B.1 through 5.B.5 blank.*

#### **GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL**

Original Goal: To be a leading Transfer Institution in the State, and work to close the transfer attainment gap among underrepresented student populations at Skyline College.

Revised Goal: Increase the frequency of use to transfer programming for historically disadvantaged students (specifically for Black/African American, Pacific Islander, Hispanic/Latinx) at Skyline College as our leading effort to close the transfer attainment gap.

Year initiated: 2022

Measures of success: Tracking and assessment of Transfer Center access by students and consistent work with PRIE to track students transferring



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### STATUS

- Ongoing       Revised for this cycle

### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
  - a) Roughly how much of the goal has been implemented – 25/50/75%?
  - b) What has been accomplished thus far?
  - c) What has been the impact of resources that were provided?  Not Applicable
  - d) What are challenges not already documented?  Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

The original goal included language about being a leading transfer institution in the state, while our numbers do continue to increase, we recognize this is a larger institution goal. Even amidst enrollment decline, the number of students transferring to 4-year institutions has increased, with a 23% increase in CSU transfer and 39% increase in UC transfer from Fall 2014 to Fall 2019.

This revised goal is aligned with the People's College Initiative, as it works to address the barriers and opportunity gaps for our marginalized student groups with more purposeful programming. This goal builds on the previous goal as it more explicitly states the student populations we have identified need transfer services and transfer support. Through the data we received from PRIE, we see that African American/Black, Pacific Islander, and Hispanic/Latinx student groups are not accessing Transfer Center services in the same frequency and transferring at the same rate as comparable student groups. This data will now inform our practice.

### REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

The first of two strategies, to implement starting fall 2022 is to increase transfer outreach with the High School Liaison program and the Outreach off to promote transfer information and Transfer Center services upon as students matriculate to Skyline College. In-reach efforts and collaborations with campus stakeholders, established student groups, and learning communities must be utilized to expand transfer culture as a whole. To do this also entails collaborating with instructors to enter the classroom and short introductions and materials to share with students regarding the Transfer Center services, this can be done virtually and in-person.

The second strategy would be to leverage the Student Success Link (SSL) and build in Transfer Benchmarks for all students to guide them and provide access to information regarding their transfer journey. If the SSL and data provided from other resources can be used to identify students that are near completing transfer requirements (>60 transferable units, a 2.0 GPA, and completion of transfer level math and English), the Transfer Center can engage with these either through counseling or program services to support their transition to the



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university. Streamlining communication is essential to ensure that transfer information is built into the student experience.

A measure of success will be to track and see an increase of student contacts and interactions with the Transfer Center and the student groups aforementioned, in the next six year. Another measure of success will be to see the number of students that achieve transfer increase.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR ONGOING OR REVISED GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

To support the effective analysis of this goal, we would need to collaborate with PRIE to effectively analyze the data that we capture so that they could use the information and work with the National Student Clearing house to get accurate reports of what students are transferring and to what campuses.

#### 5.C.1. NEW GOAL – Goal # 1

*If there are no new goals, leave 5.C.1 through 5.C.5 blank.*

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the



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College Value(s).

- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL: To increase the Transfer Center usage rate for all transfer seeking students from 29% to 35% by end of fall 2026.

YEAR INITIATED: 2022

### RATIONALE

The current CPR data demonstrated that students with at least one counseling appointment and one transfer workshop/event transfer to the university at significantly higher rates. Therefore, by increasing student's usage and engagement with transfer center resources a positive correlation would result in an increased transfer rate. This goal aligns with the college values of Student Success and Equity, as we have identified the equity gaps and will work to implementing programming that ensures each student that seeks to transfer has the resources and support they need to transition. Additionally, it also aligns with the campus value of Open Access, where we remain a campus service committed to providing services to all students regardless of their status to help them "advance steadily toward their goals."

### IMPLEMENTATION STEP(S) AND TIMELINE

By the fall 2026 program review term, Transfer Center usage rate should see an increase to 35% amongst Transfer seeking students. To attain this goal the Transfer Center team will need to ensure that in-reach and outreach efforts track all students' interactions with student G#'s. The goal would be to complete at minimum 3 classroom transfer presentations each semester, clear data tracking of students entering the Transfer Center and attending our workshops/events, and lastly intentional use of a scheduling system to track appointment with the Program Services Coordinator.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence



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- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Consistent funding to support the hiring of at minimum two student workers that can provide classroom presentations, tabling, and promote transfer activity.

### 5.C.2. NEW GOAL – Goal # 2

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL: Increasing an online presence and accessibility of Transfer Center services utilizing the use of the Student Success Link (SSL) and additional technologies to promote transfer success plans, event programming, and regular communication.

YEAR INITIATED: Fall 2022 and update every semester

Measure of Success: Implementation of transfer student success plans and program communication to students through the Student Success Link (SSL). Additionally, designing CANVAS Classroom for Transfer Center information and workshops, and tracking the number of students who regularly visit the modules and review updates

### RATIONALE

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This goal aligns with the college value of Open Access, as we aim to provide and promote Transfer Center services to students both in person and online so that they benefit from opportunities that can help them secure a degree/certificate and transfer. This goal also aligns with Student Success and Equity, as the aim of connecting and engaging with students through the SSL and CANVAS is to provide unique supports to students as they complete their transfer journey. Most importantly, utilizing technologies to identify students that are transfer bound and guiding them to do so in an effective and efficient manner.

### IMPLEMENTATION STEP(S) AND TIMELINE

Implementation of this goal would need to begin spring 2023 as the Student Success Link (SSL) is currently being phased in and a special project like this request would need to be prioritized. The implementation of the Canvas page is to use the fall 2022 to build the information and include workshop records throughout the year, with a full implementation of the page by fall 2023.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Resources that would be needed are training on how to build a Canvas classroom. Additionally, a partnership with the SSL team to build out and embed the success plans into students' journeys. Training on this would also be required for all counselors to ensure that they are able to utilize the success plans as part of their practice.



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### 5.C.3. NEW GOAL – Goal # 3

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

#### **GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL**

Goal: Establish a formal Transfer Center Advisory Committee on campus that meets annually as required by Title 5. The role of the advisory committee is to make recommendations and provide direction for the planning and implementation of the new and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

#### **RATIONALE**

To ensure that transfer is a shared institutional effort the Transfer Center Advisory Committee will allow for the participation and involvement of key stakeholders throughout the college. This shared space will support the Transfer Center and help develop a strong transfer culture. This goal aligns with the college value of Participatory Governance.

#### **IMPLEMENTATION STEP(S) AND TIMELINE**

Implementation Fall 2022 and annually moving forward. The measure of progress of effectiveness will be the completion of the meetings as well as an activity and/or action that is accomplished as a result of the advisory committee.

#### **GOAL ALIGNMENT WITH COLLEGE VALUE(S)**

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence





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- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Participation and collaboration with key stakeholders across the college campus.

## APPROVAL AND SIGNATURE

This document has been reviewed and approved by: [Click or tap here to enter text.](#) [Click or tap to enter a date..](#)

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Date: 4/4/2022

Newin Orante

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05/11/2022