Manager: Paul de Dios

Names of people who contributed to this report: Penny Gabourie, Rebeca Lavega, Yolanda Duenas

Date: May 25, 2016

Date of previous quality review: Fall 2012

Part 1. Satisfaction with Support Services Provided

Summarize the results below from the Student Services Quality Review Survey. You may also incorporate any other information from the survey results in your response.

The following ratings are from 82 students who have used the Transfer Center services.

<table>
<thead>
<tr>
<th>Service</th>
<th>2015-16 % Responded “Excellent”</th>
<th>2015-16 % Responded “Good”</th>
<th>2015-16 % Responded “Excellent” or “Good” Combined</th>
<th>Difference between 2012-13 and 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>46.2%</td>
<td>47.4%</td>
<td>93.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>50.0%</td>
<td>42.1%</td>
<td>92.1%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>53.8%</td>
<td>32.1%</td>
<td>85.9%</td>
<td>-5.6%</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>53.2%</td>
<td>35.1%</td>
<td>88.3%</td>
<td>-7.8%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>49.4%</td>
<td>33.3%</td>
<td>82.7%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>49.4%</td>
<td>34.2%</td>
<td>83.5%</td>
<td>-7.9%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>50.0%</td>
<td>35.0%</td>
<td>85.0%</td>
<td>-9.4%</td>
</tr>
</tbody>
</table>

Note. The survey methodology has changed from a point-of-service survey in previous years to an online survey to all students which was used this year.

Response:

Part 2. Changes since last Quality Review

Provide a comparative analysis of the survey results with the results from the previous cycle. Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results.
Response:
First it should be noted that the survey was sent online to all students requesting feedback on various support services on campus. Previous surveys have been done at the point of service. Since the Transfer Center, Career Center and Counseling Center are all together in one area, it is difficult to determine if the students responding to the Transfer Center section of the survey truly were served by the Transfer Center. In addition, this methodology also includes a time lapse between the time of service and the request for feedback which may have influenced the results. In the future, it may give more reliable feedback to return to some form of point of service survey.

The 2015 Transfer Center survey results show that the college standard was met in all categories with the lowest being staff helpfulness at 82.7%. While the overall customer satisfaction rates for the Transfer Center are still high they have declined in all categories except hours of operation which showed a slight increase in customer satisfaction.

Two of the lowest rates of satisfaction were with staff helpfulness and staff knowledge. Both areas declined significantly. In recent years the first point of service in the Transfer Center has been the front desk which is staffed with work study students, hourly employees and counseling interns. Currently the center employs seven work study students and one hourly employee. There have been five counseling interns volunteering in the center for the spring semester. In addition, there are two full time classified employees. However, one of those employees has been on leave since February and recently resigned. With so many people providing information at the front desk, it is difficult to control the quality of information that is being provided. While we engage in continual training, the learning curve is great and the student workers change frequently.

The Transfer Center has shown a continual increase in the number of student contacts it has. In 2011/12 there were 176,059 student contacts. In contrast, in 2014/15 there were 255,048 student contacts. This shows that there is an increased demand for services by students. Of the students who came to the center, 73% stated that they came for counseling. The center has increased the counseling hours significantly over the last three years. In 2015, we hired a full time counselor for the Transfer Center. In addition, we have the equivalent of 125% counselor provided by four part time counselors. This demand supports the need for counseling hours in the Transfer Center.

Part 3. Mission Statement and Student Learning Outcomes
Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement: The mission of the Cypress College Transfer Center is to provide a cluster of services to facilitate the preparation and transfer of students who are historically and currently underrepresented in the transfer process.

SLOs:
The Transfer Center assists students interested in continuing their education at four-year institutions with an emphasis on reaching the historically underrepresented transfer students.

**MISSION:** <<INSERT THE MISSION OF YOUR PROGRAM HERE>>

**I. GOALS:**

How does your SLO and/or program outcomes address student equity OR the achievement gap? How does your program support any of the 5 indicators from the SEP: (1) Access (2) Course Completion (3) Basic Skills & ESL Course Completion (4) Degree / Certificate Completion (5) Transfer? (See p. 5 of the Student Equity Plan)

The Transfer Center will evaluate the effect of using the Eventbrite online registration system for transfer workshops on attendance at the workshops.

**II. INTENDED OUTCOMES:**

As a result of [INSERT ACTIVITY, SERVICE, PROGRAM], students will be able to [THINK, KNOW, DO].

The successful student will be able to register online and attend Transfer Center Workshops.

**III. MEANS of ASSESSMENT CRITERIA:**

⚠️ If there is no criteria for success you do not have an assessment. How will you assess the students? Pre/Post-test? Interviews? Portfolio? Survey? etc. Provide the specific criteria for success (i.e. 90% of students participating in the probation workshops will be able to ....).

75% of students who register using Eventbrite online registration will attend the Transfer Workshop in Fall 2015.

**IV. SUMMARY OF DATA: What does the data reflect?**

A. Summarize the data vis-à-vis objectives, means of assessment, and criteria for success.
B. Identify who was the responsible person for collecting the data.
C. Identify who completed the action or will complete it.

The data show that 78% of students who registered on Eventbrite attended the workshop. This compares to 65% attendance in fall 2014 when students registered in person or by phone. The means of assessment was collecting the attendance data from all workshops offered in both Fall 2014 and Fall 2015. The data was collected from the SARS appointment software. The Transfer Center Technician was responsible for collecting the data. The Transfer Center Director will complete the action.

**V. USE OF RESULTS: What actions are being taken & how are services being changed?**

How do the results show student learning and support your mission (explain what the results mean).
What has been done to improve learning or services, based on the result of the assessment?
If no action is needed, make a statement to that effect.
Who will carry out the planned course of action? How will the responsible person(s) accomplish the planned action?

As a result of the pilot use of Eventbrite online registration system attendance at workshops increased by 13%. This supports our mission of providing transfer services to students. Based on this pilot program the Transfer Center will expand the use Eventbrite to register students for all Transfer Center workshops. The workshop information is posted to Eventbrite by the Transfer Center specialist.

Linkages to Institutional Learning Outcomes (ILOs): Select the box(es) that link to your current SLO most appropriately from any of the three pathways below.
Part 4. Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

Response: The SSQR process involved all of the full time staff in the Transfer Center. All support staff, including student workers, participated in data collection. The Student Services Specialist, the Transfer Center Counselor and the Transfer Center director conferred on the report and future goals.

Part 5. Review Previous Goals and Objectives

Describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

Response:

Goal 1: Improve customer service in the Transfer Center

Objective 1: Create a campus resource guide for students.
Not met. Campus resources are available in the student handbook and also listed in the catalog. It was determined that there is not a need for an additional document.

Objective 2. Improve customer service with the aid of functional technology
Met. The problems with technology in the center have been resolved. In addition, students can now register online for workshops.
Objective 3. Improve customer services by using social media
   Met. The Transfer Center regularly uses FaceBook and Twitter to notify students of events.

Objective 4: Install a “smart classroom” in the Transfer and Career Centers for group presentations and workshops.
   Met. A projector has been installed and a computer station dedicated for presentations.

Objective 5: Fill vacant Students Services Technician Position.
   Met. A Student Services Technician was hired. However, the position is vacant again.

Objective 6: Submit a classified needs assessment for an additional Student Services Technician for the Transfer Center.
   Not met. Filling the current position has been the priority.

Objective 7. Increase counselor availability in the Transfer Center to 100%
   Met. A 100% counselor was hired in 2015. In addition, 1.25% counseling is provided by part time counselors.

Goal 2: Provide programs and services to improve retention, persistence and student success of a diverse student population.

Objective 1: Create an Argos report that provides email addresses of underrepresented groups.
   Met. Emails are regularly sent to target populations.

Objective 2: Notify underrepresented groups of Transfer Center activities 24 hours prior to general population.
   Met. Emails are send to our underrepresented students the day before they are sent to the general population.

Objective 3: Create online transfer resources for distant education students as well as the general population.
   Partially met. Online workshops have been created but are not yet available. They will be online when the reorganization of the Transfer Center website is complete.

Goal: Increase collaboration with universities.

Objective 1: Submit a classified needs assessment for an Articulation Technician
   Met. A Student Services Technician was hired to support the Articulation Officer.

Objective 2: Purchase six canopies for use during transfer fairs.
Not met. The Transfer Fairs have been moved under the piazza so there is no need for additional canopies.

**Part 6. Long-Range Goals and Objectives**

*Identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Departments/programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form). Also, identify if and how the goal is aligned with any of the following plans:*

- Educational Master Plan
- Student Services Master Plan
- Student Success and Support Program (SSSP) Plan
- Student Equity Plan
- Strategic Plan
- Distance Education Plan
- Technology Plan
- Basic Skills Plan
- or another plan

*Note.* Please modify the number of goals and objectives outlined below as needed.

**Goal 1: Increase customer service in the Transfer Center**

*Supports plan(s):* Strategic Plan Direction 1  
Technology Plan Goal 1  
Student Services Master Plan  
Student Equity Plan

- **Objective 1:** Reorganize the work flow in the Transfer Center  
  *Person(s) responsible:* Transfer Center Director  
  *Timeframe:* 2016/17  
  *Fiscal resources needed (if not applicable, indicate N/A):* N/A

- **Objective 2:** Fill vacant Student Services Technician position  
  *Person(s) responsible:* Dean of Counseling and Student Development, and Transfer Center Director  
  *Timeframe:* 2016/17  
  *Fiscal resources needed (if not applicable, indicate N/A):* Position placement at appropriate pay scale and benefits.

- **Objective 3:** Revise Transfer Center Website  
  *Person(s) responsible:* Transfer Center Director  
  *Timeframe:* 2016/17  
  *Fiscal resources needed (if not applicable, indicate N/A):* N/A

- **Objective 4:** Provide ongoing training for student workers and counseling interns  
  *Person(s) responsible:* Transfer Center Director, Transfer Center Specialist and Transfer Center Technician  
  *Timeframe:* Continuous  
  *Fiscal resources needed (if not applicable, indicate N/A):* N/A

**Goal 2: Increase counseling in the Transfer Center**

*Supports plan(s):* Student Equity Plan Transfer Component
Student Services Master Plan
Student Success and Support Program (SSSP) Plan

Objective 1: Request an additional full time counselor
Person(s) responsible: Dean of Counseling and Student Development, and Transfer Center Director
Timeframe: Fall 2016 for 2017 hire
Fiscal resources needed (if not applicable, indicate N/A): Position placement at appropriate pay scale and benefits.

Objective 2: Request additional adjunct hours
Person(s) responsible: Transfer Center Director
Timeframe: Fall 2016
Fiscal resources needed (if not applicable, indicate N/A): Position placement at appropriate pay scale and benefits.

Goal 3: Full implementation of Transfer Progress Program
Supports plan(s):

Student Equity Plan Transfer Component
Student Services Master Plan
Student Success and Support Program (SSSP) Plan

Objective 1: Contact students in identified cohorts
Person(s) responsible: Transfer Center Director, Student Services Technician
Timeframe: 2017/18
Fiscal resources needed (if not applicable, indicate N/A): N/A

Objective 2: Complete Comprehensive Student Education Plan
Person(s) responsible: Counselor
Timeframe: 2017/18
Fiscal resources needed (if not applicable, indicate N/A): N/A

Objective 3: Review transfer process
Person(s) responsible: Counselor
Timeframe: 2017/18
Fiscal resources needed (if not applicable, indicate N/A): N/A

Reminder: If fiscal resources are needed for next year’s goals, submit a separate Budget Request and Action Plan for budget unit review.

Part 7. Additional Resources Needed
Identify the resources needed by the department. Resource needs typically fall under three distinct categories: facilities, technology, and personnel. Please remember that the resource identification process should link the findings of the survey with the mission and SLOs of the department/program.

Facilities:

Technology:
Personnel: Additional counseling hours available in the Transfer Center.

**Part 8. Fiscal Resources and Planning**

*Describe how the department wants to utilize these resources to accomplish its goals. Additionally, provide an analysis of how the department plans to achieve its goals if the resources identified are not available immediately.*

Response: Counselors will be used to accomplish full implementation of the Transfer Progress Project. If additional resources are not available a limited number of students will benefit from this project. Full implementation is unlikely to be met.

**Part 9. Reviewer and Reviewer’s Comments**

Reviewed By: Paul De Dios

Reviewer’s Comments: No comments.