

STUDENT SERVICES PROGRAM REVIEW

G R O S S M O N T
C O L L E G E



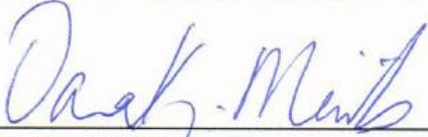
TRANSFER CENTER
Spring 2018

SIGNATURE PAGE

This program review self-study report for 2016-2019 is respectfully submitted by the members of the Grossmont College Transfer Center.



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SECTION 1 – MISSION

Name of Program:	Transfer Center
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PURPOSE OF SECTION 1.1 & 1.2: *To help the committee understand how the department/program supports the mission of GC.*

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	The Transfer Center provides resources, information and support to assist students in identifying and achieving their transfer goals. Integral to that effort is the recognition that underprepared and/or underrepresented students may need additional encouragement to realize their transfer potential and options available to them.
Mission’s relationship to College mission:	The Transfer Center’s Mission supports the Grossmont College Mission by helping students reach their goal of transferring to university, where they can earn a bachelor’s degree and, possibly, a graduate or professional degree. Through the counseling support provided we encourage students to consider how their educational and career goals will enhance the communities to which they belong, and how students can explore and practice their leadership potential. Furthermore, through counseling support students are advised of the transfer degree that is needed/they are eligible to earn in pursuit of their educational goal. The Mission Statement also fulfills Grossmont College’s priorities identified in the Strategic Plan by providing additional encouragement (outreach) to help student identify (engagement) and achieve (retention) their transfer goals.

1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	In Spring 2017 the Transfer Advisory Committee reviewed the Transfer Center Mission Statement and discussed possible update to the Mission Statement. However, after discussion and further consideration of Title V and the Transfer Center Guidelines, no changes were made. The Mission Statement will be reviewed by the Transfer Advisory Committee on a yearly basis. (See Appendix F)
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SECTION 2 – DEPARTMENT OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS.

PURPOSE OF SECTION 2.1: To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.

2.1 Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>The Grossmont College Transfer Center was established in 1991 as part of a statewide initiative to address a primary mission of the California Community College system. The program was originally housed in the Career Center but later moved to the Counseling Center when the Articulation Officer was given 50% release time to coordinate the Transfer Center program.</p> <p>In 2000 the Transfer Center was relocated to another area in the Administration complex, and 1.0 release time was provided for program coordination. The Articulation Officer position was reduced to 40% of load and an adjunct faculty member took over those responsibilities.</p> <p>In Summer 2010 most of the Student Services offices moved to a modular village during construction. In spring 2012, most of those offices were relocated to the new Administrative/Student Services complex (Building 10) at the front of the campus, and the Transfer Center found its new home neighboring Counseling and Assessment.</p> <p>Between 2009 and 2014 leadership of the Transfer Center underwent several changes. Fall 2013 an adjunct counselor was assigned the role of Transfer Center Director on an interim part-time basis. In July 2014 a full-time faculty member (Transfer Center Director/Counselor) was hired to fill the role. The full-time Classified Staff position has also undergone several staffing changes following a retirement and a career advancement between the years of 2013 and 2016.</p> <p>The Transfer Center has a full yearly schedule with peak periods between September through November, January, and March through May. Educational planning is provided throughout the year as are more than 100 workshops on topics including “Transfer Options”, “Associate Degree for Transfer,” “Preparing for Medical School and Pharmacy School” and “SDSU Transfer Pathways”. UC TAG, CSU, UC, and SDSU Supplemental application workshops are provided in computer labs between September-January. During the spring workshops for students that have been admitted and/or denied from the universities to which they applied are held to review next steps. The Transfer Center also hosts workshops conducted by college faculty and university representatives on other relevant transfer topics such as HBCU TAG, University Link, and campus specific information sessions. A Transfer Achievement Celebration Open House is held during finals week of Spring semester to celebrate our students and their transfer success. (See Appendix G)</p> <p>The Transfer Center resources and services include: a library of college and university materials and reference handbooks available to students and staff, University Representative visits, guaranteed admission information, cross enrollment programs, college/university/major search resources, a monthly calendar of on- and off-campus transfer events, and a regularly updated website.</p>
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PURPOSE OF SECTION 2.2 & 2.3: To help the committee understand your department/program and key services provided through your program and the population it serves.

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

<p>Population Information:</p>	<p>The Transfer Center serves all students, including: basic skills students, undecided students, and college prepared, transfer focused students. Our student population includes recent high school graduates, re-entry students, military veterans, international students and immigrants pursuing transfer to California State University, University of California, private and out-of-state colleges and universities.</p> <p>Most recent data from the Research, Planning and Institutional Effectiveness Student Characteristics Report shows that in spring 2015, 13,255 students of the students attending Grossmont College had reported at the time of application that their educational goal was to transfer, totaling 71% of the student population. This represents an increase from 12,298 in spring 2011, when 61% of the student population were pursuing the same goal. (See Appendix C)</p> <p>The Transfer Center provides counseling services for University Link students. University Link is a program offered by UCSD that guarantees admission to low-income students, veterans and foster youth who meet eligibility requirements.</p> <p>Staff and faculty are also served by the Transfer Center. The Transfer Center Director disseminates transfer information (through email, committee/department meetings, and professional development presentations) campus-wide for use by staff and faculty in their interactions with students. Counselors are also available to make class presentations at the request of instructional faculty. Additionally, counselors are available to address questions of staff and faculty regarding transfer related topics (transfer process, application essays, letters of recommendation, etc.)</p>
<p>Needs:</p>	<ul style="list-style-type: none"> • Academic, Career, and Personal Counseling Services • Decision making assistance, including major choice, career/goal determination, and educational planning • Assistance with transfer planning: identifying schools that offer their major, financial aid/costs of attendance, courses required/recommended for transfer, application process • Information needed to navigate the SDSU Transfer Pathways (for example, a student may choose to study Communications at SDSU should the student follow the ADT or General Pathway for Communications Applied or Health Communications, or the General Pathway for Communications Liberal (see powerpoint slide 11 “Scenario: SDSU Communication Major” in Appendix E) • Support in understanding the criteria that SDSU and CSUSM use in making admission decisions and the impact that seeking priority consideration at one of these two campuses can have on the chance of admission at the other campus (see powerpoint slide 12 “Scenario: Student Applying to SDSU and CSUSM” in Appendix E) • Associate Degree for Transfer information including which CSU campuses will offer priority admission consideration for students earning the degree • Transfer Admission Guarantee assistance (which schools offer TAG, what are the minimum eligibility requirements, how to fill out TAG applications)

- Pre-professional advising (educational and career planning) for students whose career goals are found in the various medical professions, including M.D., D.O., Dentistry, Optometry, Pharmacy, Veterinary Medicine, Podiatry Nursing, Physician Assistant, etc.
- UC/CSU Transferable GPA Calculation
- Assistance with transfer admission applications and next steps in the admission process
- Letters of recommendation

2.3 Please list and describe the key services provided through your program. (See Appendices G, H, and I)

Service:	Description:
Walk-in Assistance	Students visiting the Transfer Center are greeted by friendly, knowledgeable staff ready to assist with answers to quick questions, referrals to resources as appropriate and scheduling appointments for counseling support or workshop attendance.
Counseling Appointments	Appointments are available with counseling faculty as well as university representatives when available. Students receive academic, career and personal counseling to support the development of an educational plan in preparation for transfer to a baccalaureate program.
Drop-In Counseling	Drop-in counseling is offered by counselors on a weekly basis with added drop-in assistance available during application season to assist with quick questions and application support.
Workshops	Workshops are offered throughout the year on a variety of transfer related topics including, but not limited to: Transfer Options, Associate Degree for Transfer, UC Transfer Admission Guarantee, SDSU Critical Changes/Transfer Pathways, CSU and UC Application, SDSU Supplemental Application, I Got Denied, Now What?, SDSU Writing Proficiency Assessment and SDSU Admit. Workshops are facilitated by Counseling Faculty and/or University Representatives. Workshop topics are identified based on student need and college/university transfer policies. Students are referred to workshops based on their individual needs and educational goals. A guide outlining workshops offered, a description of each workshop, and the time of year each workshop is offered has been created for use by Counselors and Staff in the referral process. (See Appendix G)
Transfer Fairs	Annual fall and spring Transfer Fairs are hosted by the Transfer Center. The Fall Transfer Fair is attended by UC, CSU, Private, Out-of-State and International colleges and universities bearing regional accreditation. The Spring Transfer Fair is sponsored by the San Diego Education Consortium and attended primarily by SDEC schools; however, attendance has expanded the past two years.
University Representative Visits	Representatives from regionally accredited colleges and universities visit campus each semester for information tabling and occasional student appointments. They address questions regarding their campus, transfer policies and admissions.
Bus Trips	Bus trips are taken to local universities to offer students an opportunity to tour the campus, hear from admissions and financial aid representatives and experience the campus culture/environment in person as they are making decisions regarding their transfer goals.
Resource Library	A resource library provides college/university materials and brochures for student and counselor use in the process of researching and identifying transfer institutions. A

reference library houses books related to university majors, financial aid, admissions exams, and pre-professional planning.

PURPOSE OF SECTION 2.4 & 2.5: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

<p>SSPR Recommendations:</p>	<ol style="list-style-type: none"> 1. Work with the College Planning and Institutional Effectiveness (CPIE) office to identify and collect disaggregated data that can be used to better track services provided to students (e.g. number and type of workshops provided, number of students served, number of students attending workshops, etc.). 2. Provide pre-post surveys to track skills acquired from workshops. 3. Identify and request computers/technology needed to better serve students. 4. Keep assessing programs SSOs and make programmatic changes based on results. 5. Partner with other services/groups on campus such as Freshman Academy, UMOJA, Veteran’s Affairs, EOPS, etc. 6. Provide flex week workshop for faculty on transfer opportunities and information.
<p>Department/Program Response to Recommendations:</p>	<ol style="list-style-type: none"> 1. The Transfer Center Director has met with representatives from CPIE and the Associate Dean of SSSP to discuss available data. To date, the Transfer Center utilizes SARS to track the number and type of workshops provided, the number of students served on drop-in and appointment bases and the number of students attending workshops. 2. Pre- and post-surveys have been created and students attending our workshops are asked to complete the surveys to track skills acquired from workshops and analyze Student Learning Outcomes. Survey results are compiled and analyzed. Updates to workshops are made as needed based on changing information and survey results. (See Appendix B) 3. Computers/printers have been updated/replaced in the Transfer Center lobby, front desk and counseling offices. 4. SSOs continue to be assessed. A timeline has been created for SSO assessment over the next three-year cycle. Programmatic changes will be made based on assessment results and analysis as necessary. (See Appendix B) 5. Partnerships have been established and activities implemented. Transfer Center has partnered with UMOJA for bus trips to university campuses and to host an HBCU TAG workshop on campus at least once each year for the last three years. We coordinate with Veteran’s Affairs to ensure students are well informed of the process for admission applications including the SDSU spring admission appeal. The Transfer Center Director has teamed with EOPS to attend the EOP Summit at SDSU inviting potential SDSU EOP students to the event as well.

	<p>6. The Transfer Center Director has facilitated/participated in eight professional development workshops (flex week and S3: Student Services Sessions) spring 2015 through fall 2017. The presentations have included discussions of transfer statistics, admission updates and critical changes, Associate Degrees for Transfer, transfer pathways to SDSU, CSU and UC, and resources available in the center. Despite low attendance, the workshops resulted in invitations by instructional faculty to give Transfer Center presentations during class time, meeting the goal of the Transfer Center to increase student awareness of resources available.</p>
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2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	Not applicable.
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SECTION 3 – DEPARTMENT/PROGRAM GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:

Goal 1: Increase transfer rates for all students, including under-represented cohorts, by providing a wide variety of transfer focused workshops, events, and activities to inform and inspire students to understand and identify their transfer options.

- The Transfer Center offers a wide variety of transfer focused workshops. The number of workshops offered has increased from 33 in 2012-2013 to 138 in 2015-2016 with an increase in counseling support available and consistency of services provided. In 2016-2017 the Transfer Center reorganized the workshop schedule, after analyzing attendance and SLO evaluations, to better meet student needs, this resulted in 124 workshops offered. Transfer fairs are offered twice a year and bus trips to SDSU and UCSD have been offered as budget allows in 2015-2016 and 2016-2017. The following tables show the reported number of students transferring from Grossmont College, including transfer data for under-represented cohorts. The overall number of students transferring has increased since 2011-2012, but fluctuates from year to year. The number of Hispanic students transferring to the CSU has nearly doubled from 2011-2012 to 2016-2017. The number of African American students has shown an overall increase between 2011-2012 and 2016-2017 however, there was a decline in the total number transferring from 2012-2013 to 2015-2016. (See Appendix D)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grossmont Total	1283	1339	1337	1310	1356	1303
In-State-Private (ISP)	302	235	187	156	174	165
Out-of-State (OOS)	311	301	320	258	291	266
California State University (CSU)	475	665	689	763	749	718
University of California (UC)	195	138	141	133	142	154

*CCCCO Data Mart, CSU Data Analytics and UC Info Center

California State University Transfers by Institution of Origin and Ethnic Group Description							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
All	475	665	689	763	749	718	4059
African American	15	21	18	35	32	32	153
American Indian	4	2	2	2	1	1	12
Asian American	35	49	54	70	72	71	351
Hispanic	96	140	156	168	201	190	951
Non-Resident	68	74	58	55	60	48	363
Pacific Islander	3	6	3	2	3	2	19
Two or More	26	40	32	30	33	45	206
Unknown	47	55	60	62	54	51	329
White, Non-Hispanic	181	278	306	339	293	278	1675

*CSU Data Analytics

University of California Transfer by Institution of Origin and Ethnic Group Description							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
All	195	138	141	133	142	154	903
African American	7	6	4	3	3	11	34
American Indian					3		3
Hispanic/Latino	33	26	29	24	37	32	181
Asian	32	19	17	20	21	22	131
White	92	66	59	71	61	70	419
Domestic Unknown					5		5
International	23	18	21	5	12	15	94

* UC Info Center

Goal 2: Work closely with counselors, instructional faculty and university representatives to maintain clear and current transfer information related to university admission policies and procedures and program updates.

- The TCD attends bi-yearly meetings with SDSU, CSUSM, and UCSD as well as monthly SDEC meetings to stay abreast of university admission policy, procedure and program updates and changes. The TCD then disseminates this information to the Grossmont College campus through committee participation, department/division meetings, email communications, workshops and appointments.

Goal 3: Collaborate with Counseling faculty to provide transfer information and transfer advising to students beyond the scope of a 30-minute counseling appointment.

- Students referred to the Transfer Center by counseling faculty are assisted with transfer questions and educational planning. Workshop topics and schedules are shared with counseling faculty to promote student attendance; workshops provide foundational education planning information to prepare students for their counseling appointments as well as follow-up services to assist students with next steps.

Goal 4: Increase student awareness of all Transfer Center resources (University Representatives visits, library of college catalogs and handbooks, information on transferable coursework, college/university/major search resources).

- The website is continuously updated to provide current and accurate transfer information, the library of resources has been reorganized and refined to provide ease of access to college/university materials and reference books and printed instructions for using ASSIST to identify transferrable courses have been developed for regular use in the application process. (See Appendix I)

3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three year cycle. (When developed be sure to keep in mind “SMART” Goal standards, and Grossmont’s Achieve the Dream strategic plan).

Goal:	Description:	Action Plan:
<ul style="list-style-type: none"> • Provide outreach services to a minimum of 5000 students 	The Transfer Center will participate in a variety of outreach activities to increase visibility of	Print 5000 copies of the Transfer Center brochure annually. (See Appendix G)

<p>per year to build awareness of Transfer Center resources.</p>	<p>Transfer Center services campus-wide. Outreach activities include but are not limited to: Open House events, WoW week, class visits, club presentations, information tabling, and transfer fairs.</p>	<p>Develop tracking system to identify the number of student contacts made during outreach activities.</p> <p>At start of semester, reach out to faculty to request class time for Transfer Center presentation.</p> <p>Schedule and follow-up with faculty as necessary.</p> <p>Visit classes and establish presence in hallways between class sessions to pass out Transfer Center brochures.</p> <p>Host Transfer Center information tabling a minimum of once per month and at special events.</p> <p>Participate in community events as staffing schedules permit.</p>
<ul style="list-style-type: none"> • Make presentations to departments offering Associate Degrees for Transfer. 	<p>All departments offering Associate Degrees for Transfer (ADT) will be contacted over three year period. Transfer Center Director will request to attend department and/or division meetings to provide information regarding the ADT, implications regarding transfer, and university admission policies surrounding the transfer degree. In turn, this will strengthen relationships between the Transfer Center and instructional faculty at Grossmont College.</p>	<p>Create list of departments offering ADT.</p> <p>Share plan with Counseling department liaisons.</p> <p>Reach out via email to department chair person.</p> <p>Schedule meeting presentations.</p> <p>Prepare presentation tailored to department, major and potential transfer universities.</p> <p>Research and follow-up regarding questions from department/division.</p>
<ul style="list-style-type: none"> • Pursue addition of COUN 150: Transfer Success to Counseling Department course offerings. 	<p>In response to the vast number of students seeking transfer counseling assistance and counselor to student ratio, propose that COUN 150 be added to the Counseling Department course offerings. COUN 150: Transfer Success is designed to inform and encourage students to identify and better understand their transfer options including admission policies and practices.</p>	<p>Explore curriculum process; consult with department and Articulation Officer.</p> <p>Discuss proposal with Counseling Instructors Workgroup.</p> <p>Prepare COUN 150 Course Outline.</p> <p>Design sample course syllabus and content.</p> <p>Bring to Counseling Department for vote.</p> <p>Move through Curriculum process.</p>

		Additional steps will be added as identified.
<ul style="list-style-type: none"> Establish regular funding for annual Transfer Achievement Celebration Open House. 	<p>The Transfer Achievement Celebration is going into its 3rd Annual year. The Open House seeks to recognize the accomplishments of students who have earned admission acceptance at a four-year college/university for the next academic year.</p>	<p>Analyze Transfer Center budget.</p> <p>Determine costs related to hosting Transfer Achievement Celebration Open House.</p> <p>Schedule appointments with Dean of Counseling and Vice President of Student Services to discuss permanence of this line item in budget.</p>

3.3 Please reflect on the “Institutional Capacity” (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

Comments:	<p>Goal 1: Increase transfer rates for all students, including under-represented cohorts, by providing a wide variety of transfer focused workshops, events, and activities to inform and inspire students to understand and identify their transfer options.</p> <ul style="list-style-type: none"> IC: The Transfer Center collects data from the California Community College Chancellor’s Office Data Mart, California State University Data Analytics and University of California Info Center. Further data is collected from the SARS scheduling system. There is a need to track the number of students served over the phone, through email and at events outside of the office (fairs, outreach events, etc.). Currently these are captured as best as possible through our drop-in roster and a tallying system used at events. <p>Goal 2: Work closely with counselors, instructional faculty and university representatives to maintain clear and current transfer information related to university admission policies and procedures and program updates.</p> <ul style="list-style-type: none"> IC: The Transfer Center Director serves as the liaison between University of California, California State University, private and out-of-state university representatives and Grossmont College counseling/instructional faculty. Information is then disseminated during division/department/committee meetings as time/agenda permits as well as through email. While information is easily communicated through email, the opportunity for follow-up discussion and questions is limited compared to meeting presentations. The Transfer Center Director assists faculty in troubleshooting transfer related issues. <p>Goal 3: Collaborate with Counseling faculty to provide transfer information and transfer advising to students beyond the scope of a 30-minute counseling appointment.</p> <ul style="list-style-type: none"> IC: The latest data from spring 2015 (RPIE Student Characteristics, See Appendix C) show that 13,255 of the students attending Grossmont College are pursuing transfer. The full-time equivalency of counselors assigned to the Transfer Center (Transfer Center Director and Adjunct Counselors) averaged approximately 3.0 for the 2016-2017 academic year. The approximate ratio then would be 1:4,418. Therefore, it is imperative that the Transfer Center continues to be supported by General Counseling, International, EOPS, and ARC to address the needs of transfer students.
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	<p>Goal 4: Increase student awareness of all Transfer Center resources (University Representatives visits, library of college catalogs and handbooks, information on transferable coursework, college/university/major search resources).</p> <ul style="list-style-type: none"> • IC: The Transfer Center has three dedicated offices for counselor use. Due to the ratio of counselor to student, much of the adjunct counseling hours available are dedicated to group workshops and individual counseling appointments. Transfer Center resources are discussed in appointments and workshops. Class visits are conducted as requested; as counseling support permits the number of class visits could be increased.
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

<p>Comments:</p>	<p>Goal 1: Increase transfer rates for all students, including under-represented cohorts, by providing a wide variety of transfer focused workshops, events, and activities to inform and inspire students to understand and identify their transfer options.</p> <ul style="list-style-type: none"> • While the goal and the way in which it was written make for difficulty in measuring (multiple aspects needing to be measured; transfer rates are not controlled by the Transfer Center, multiple factors impact transfer rates; data limited), the Transfer Center has worked steadily to address this goal. The year after the goal was written, 2012-2013, 641 students were served in 33 workshops offered on a variety of transfer topics. In the 2016-2017 academic year 124 workshops were offered with an increase to 1,376 students served in these workshops. While the number of students transferring did not show such a significant increase, the number did increase from 1,283 in 2011-2012 to 1,303 in 2016-2017 (CCCCO Data Mart, CSU Data Analytics and UC Info Center, See Appendix D). Of special note: Grossmont College regularly leads Region 10 in transfer rates to SDSU (Appendix D). We just completed the 2018-2019 application process for SDSU with Cal State Apply Application workshop attendance reaching our highest yet (SARS).
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3.5 Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

<p>Comments:</p>	<p>Goal 4: Increase student awareness of all Transfer Center resources.</p> <ul style="list-style-type: none"> • The goal was not written as a SMART goal. It did not specifically address how awareness would be increased, nor how this increase would be measured. As written the action steps and timeline were open for interpretation. As the goal directly supports the mission of the Transfer Center (students must be aware of resources available in order to use them for assistance with identifying and pursuing transfer goals), it has been rewritten as a SMART goal: Provide outreach services to a minimum of 5000 students per year to build awareness of Transfer Center resources.
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PURPOSE OF SECTION 3.6– 3.11: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.

3.6 Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	Process(es) used to support programmatic change(s):
Transfer Achievement Celebration Open House	In prior years, the Transfer Center hosted a Transfer Achievement Celebration as a one-night event for students and their parents. Because of dwindling attendance the event was no longer held. In 2015-2016, the event was re-established as a way to celebrate the retention efforts of students and encourage their engagement with the Transfer Center through the process of transitioning to the four-year college/university. However, the event is run as an Open House to allow ease of access for student participation as their schedules permit; approximately 100 students have participated each year since the event was reestablished.
SDSU Critical Changes to SDSU Transfer Pathways workshop	In 2014-2015 the SDSU Critical Changes workshop was developed to address changes to the admission process made by SDSU regarding their Transfer Admission Guarantees (TAG) and the Associate Degree for Transfer (ADT). In 2016-2017, SDSU made updates to their website establishing TAG, ADT and General Transfer Pathways. The workshop name was changed to coincide with the terminology implemented by SDSU.
Cal State Apply application assistance	In Summer 2017, the California State University System moved from using CSUMentor for their application process to Cal State Apply. Counselors attended information/training sessions at the CSU Counselor Conference. The Transfer Center Director hosted training workshops for counselors unable to attend the conference. New workshop materials were developed as well as a new presentation for use in the application workshop. (See Appendix I) The number of workshops held and drop-in assistance hours available were increased in response to the problems/troubleshooting needed with this new system. The Transfer Center Director served as liaison for students/faculty with Cal State Apply to address any problems as they arose.
Increase Number of Adjunct Student Contact Hours	As consistency of Transfer Center services has improved, so have the number of students visiting the Transfer Center (documented in SARS). In response to the increased number of students seen on appointments/drop-in and workshop attendance, 1,082 in 2012-2013 to 3,802 in 2016-2017, the Transfer Center Director has continuously sought adjunct counseling support each year. The yearly goal is to have an adjunct counselor in each of the available offices during all building office hours.
Bus Trips	The Transfer Center was able to host bus trips in 2015-2016 and 2016-2017 by partnering with UMOJA and UCSD to share the cost of the event. The Transfer Center budget alone does not allow for the cost of a bus needed for a visit to a four-year university. However, the Transfer Center was provided additional funding through the planning process for one of the trips and UCSD covered the bus expense for the visits to their campus.

3.7 How does the population you serve assess the department/program?

Comments:	Students utilizing the Transfer Center services assess the department/program through pre/post workshop evaluations and the Counselor Faculty evaluation process.
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3.8 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology,

similar program or service at neighboring institutions) influence your department/program, and describe any measures that have been taken to respond to these factors.

Comments:	<p>College/University Admission Policies: Grossmont College has two local public universities, San Diego State University and University of California, San Diego. California State University San Marcos is also located in San Diego County, however, Grossmont is not considered in CSUSM's local area. Each of these campuses has made significant changes to their admission policies over the last several years. In response to the Associate Degrees for Transfer, SDSU has established transfer pathways and discontinued the use of their Transfer Admission Guarantee program for any major associated to an ADT. SDSU utilizes tier systems for admission priority as well as a student's "local" or "non-local" status; with each pathway's tiers and "local" eligibility criteria being defined in a different way. UCSD has phased out their Transfer Admission Guarantee and has made significant changes to University Link by capping students' household income at \$40,000/year to qualify and creating selection criteria in the form of required major preparation for several of their majors. The University of California system established Transfer Pathways to allow students to prepare for transfer to specific majors at all nine UC campuses using the same major preparation coursework; however, if followed, the major prep courses selected could over prepare or under prepare the student depending on which campus/major the student elects to attend. The UC also just (Spring 2018) announced a new Memorandum of Understanding that once fully developed may impact the Transfer Admission Guarantees currently in place. These TAG agreements contain eligibility criteria that vary by campus and major. CSUSM annually redefines their definition of "local" and has undergone changes in their admission policies regarding the ADT. Changing policies continually impact our students and their transfer ability. Workshops have been created and implemented to address these changes, counselors are kept informed of policy changes as they are made and students are encouraged to meet regularly with their counselor, as well as carefully read the university websites to stay informed.</p> <p>Data available from Colleges/Universities related to Admission Policies: The universities post minimum GPA required for admission to their campus and specific majors. However, often these minimum GPA requirements are very different from the GPA actually needed to be competitive for admission. In Fall 2015, SDSU provided a list of the minimum GPA for admission consideration in comparison to the GPA actually needed to be offered admission. In the following years, this information has not been released. Therefore, impacting the information available to counselors to best counsel students. (For example, consider the motivation of a student regarding implementation of student success strategies and a counselor's ability to encourage their best work when the website lists a 2.9 minimum GPA for admission and in reality, yet not posted the minimum GPA admitted was a 3.57!)</p> <p>Associate Degree for Transfer: California State Universities consider the ADT for admission purposes in regard to specific majors. Each CSU determines which ADT they will accept and which major it will relate to. SDSU has identified majors for which they will only consider applicants with an ADT and others for which they will consider applicants with or without the ADT on a tier-based system and still other majors for which there is no similar ADT and are designated as either TAG (offering guaranteed admission to local students who meet eligibility criteria) or General (with priority given to local students). This continues to cause great confusion in Region X for students applying to SDSU. As does distinguishing the difference between Associate in Arts, Associate in Science, Associate in Arts for Transfer and Associate in Science for Transfer degrees and the priorities that come with the for Transfer degrees. Counselors have been educated about the ADT, available resources, and Transfer</p>
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Pathways to SDSU. Students are presented with the information during workshops and counseling appointments.

Transfer Rate: While the Transfer Center supports students in pursuit of their transfer goals, the number of students transferring is impacted by external factors including number of spaces available at universities, cost of attendance, possible relocation, work, family responsibilities, etc. Counselors seek to encourage students in their exploration and research of decision-making strategies related to identifying and selecting transfer institutions. Counselors also advise students regarding appropriate coursework and admission requirements, to ensure students have accurate information for use in scheduling their courses and determining their daily priorities.

Assist: "ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California." (Assist.org, 1/28/2018). Assist was scheduled to move from Assist Legacy to Assist Next Gen June 2018. The move has been delayed each of the last three years and it has been announced yet again that the rollout is delayed with no projected date of release given. This year Assist updates have been put on hold until Assist Next Gen goes live. Therefore, counselors are required to seek out and utilize additional resources as made available by the CSU and UC campuses to provide up-to-date information to students.

State Budget: The Transfer Center budget (2017-2018) allows for only \$19,427 in adjunct salary. If an adjunct counselor making \$55 per hour (without benefits) were to work 16 hours per week, this budgeted amount would only cover the cost of that one adjunct for just over 22 weeks, not nearly one academic year. (See Appendix F) Adjuncts have been funded through SSSP. The Transfer Center has identified additional ways to support students, through workshops, university representative appointments, and through the development of a COUN 150 course, but transfer information is so detailed and undergoes such frequent changes that the need for individual counseling sessions to assist students in meeting their individual goals is critical.

3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:

While the Transfer Center serves as the focal point of community college transfer activities, the work of improving transfer rates is a responsibility of the institution as a whole (Transfer Center Guidelines, 2014). With this in mind, the Transfer Center seeks regular collaboration and coordination opportunities with other programs on campus, including but not limited to:

- Assessment: coordinate with assessment to utilize testing lab for transfer workshops in emergencies when available.
- Accessibility Resource Center: consult with ARC Counselors regarding transfer issues, coordinate with the ARC Coordinator to market transfer services in the ARC, collaborate with ARC Counselor to present SDSU Writing Proficiency Assessment Information Sessions for students admitted to SDSU.
- Admissions & Records/Evaluations: establish a process for ADT verification, including eVerify and paper verification of Associate Degrees for Transfer, consult with staff and administration regarding policies and forms, work with A&R to revise Academic Renewal policy.
- Career Center: participate in Adult Re-Entry Open House and planning meetings, make referrals to career workshops and events, collaborate with Career Center to market Pre-Professional workshops and other workshops on transfer related topics, including a workshop for students interested in becoming a teacher.

- EOPS: make referrals between EOPS and the Transfer Center for eligible students including those participating in UniversityLink with UCSD, educate and advise EOPS counseling faculty on transfer related topics, attend SDSU EOP Summit in response to invitation from Grossmont College EOPS/SDSU EOP, welcome EOPS club participation at transfer fairs.
- Financial Aid: facilitate income verification process with financial aid office and UCSD University Link students, coordinate with Work Study office to hire student hourly workers through the Work Study program, visit Financial Aid Office with students to ensure proper questions are being asked.
- General Counseling: attend weekly department meetings, provide transfer updates, coordinate adjunct counseling schedules with Chair of Counseling, provide training for newly hired adjunct and full-time counseling faculty, consult with Counseling Chair regarding programmatic changes, develop referral system.
- Instructional Faculty: make presentations upon invitation during class time to inform students of transfer resources available and address questions as time allows, take referrals from instructional faculty of students seeking counseling support.
- International: collaborate to provide assistance with application workshops for International students.
- Outreach: participate in Outreach sponsored campus community events, including Got Plans and Open House, provide training session for Student Ambassadors on transfer services available.
- Professional Development/Training: facilitate workshops for faculty during Professional Development week as well as an S3 session.
- Puente: provide transfer information to Puente Coordinator for dissemination to Puente students.
- Student Affairs/ASGC: collaborate to facilitate transfer options workshop for ASGC board members, extend regular invitations to Student Affairs/ASGC to participate in transfer fairs, participate in Week of Welcome activities and Information Fair.
- Student Radio/Newspaper: invite student radio to transfer fairs, provide information to newspaper students for inclusion in their articles.
- Student Success & Support Program (SSSP): collaborate to ensure coding is accurately and thoroughly addressed with regard to Transfer Center services provided to students.
- Tutoring: share transfer related posters with Tutoring Center.
- UMOJA: provide transfer information to UMOJA Coordinator for dissemination to students, collaborate to host Historically Black Colleges and Universities presentation at least once a year during Black History Month.
- Veteran Services: collaborate with Veterans Services to provide information for students regarding admission appeals process for SDSU Spring admission, create an appeal packet to ease process, provide transfer statistics for Veterans Recognition event. Many veterans are interested in professional careers, therefore, seeking to establish referral process for pre-professional counseling in the Transfer Center.

Through collaboration experiences such as these, the campus is able to impact the rate of transfer for all students.

3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments: No comments to add.

3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve services.	Services are changed/improved based on needs analysis and changing university policies. Based on observations from fall application workshops, it has been determined to add a Transfer Ready? workshop to our spring 2018 offerings to assist students preparing for the fall 2019 application season.
<input checked="" type="checkbox"/>	Change or improve department/program assessment.	Upon attendance at the Student Learning Outcomes Liaison meeting, Jan 2018, and after analyzing data from our SSO and SLO evaluations, the Transfer Center Director will work to update and revise the Student Learning Outcomes and evaluation procedures while establishing a regular assessment plan.
<input type="checkbox"/>	Improve involvement with the community.	
<input checked="" type="checkbox"/>	Improve coordination with other programs on campus.	The Transfer Center has developed a goal of outreach to faculty members teaching in departments that offer Associate Degrees for Transfer. Class visits and department meeting presentations will be scheduled.
<input type="checkbox"/>	Other	

SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.

4.1 Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ILO:		Integrative and Applied Learning:
<input type="checkbox"/>	Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> Broad, Integrative Knowledge. <input type="checkbox"/> Specialized Knowledge.
<input checked="" type="checkbox"/>	Intellectual and Practical Skills	<input checked="" type="checkbox"/> Communication (written and oral) fluency <input checked="" type="checkbox"/> Use of information resources <input checked="" type="checkbox"/> Critical and Creative inquiry <input checked="" type="checkbox"/> Teamwork and problem solving
<input checked="" type="checkbox"/>	Personal and Social Responsibility	<input type="checkbox"/> Productive citizenry (civic knowledge and engagement) <input type="checkbox"/> Intercultural knowledge and competence <input checked="" type="checkbox"/> Ethical reasoning for action <input checked="" type="checkbox"/> Foundations and skills for lifelong learning

Comments:	At the time of writing for Program Review, updates to the Institutional Student Learning Outcomes were being finalized.
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PURPOSE OF SECTION 4.2 & 4.3: Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC). (IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2 Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	The Transfer Center regularly participates in campus outreach activities for prospective students and their families including: Week of Welcome Information Fair, Spring Open House, Fall Got Plans?, Fall Preview Day, Adult Re-Entry Open House, Parent Night, High School Counselor Breakfast. Furthermore, the Transfer Center promotes outreach through facilitation of class visits, University Link and Transfer Admission Guarantee workshops, drop-in counseling and appointments presenting transfer information to new and re-entry students. (See Appendix G)
Engagement	To assist with the creation of a culture of participation the Transfer Center models participation in a variety of campus events (see above). Furthermore, the Transfer Center Director serves on the Black History Month Committee

	<p>facilitating the HBCU TAG workshops that have been held annually for the past three years. In addition, the Transfer Center supports the development of student leaders by making presentations to the ASGC, Bridges to the Future students, and student ambassadors on transfer related topics. The Transfer Center strives to engage faculty through Professional Development workshops and the creation of a Transfer Center extra credit activity designed to help instructional faculty engage their students in tools for educational planning. (See Appendix H)</p>
Retention	<p>The Transfer Center seeks to teach students how to utilize resources for achieving success in their educational goals. Counselors provide service to students including educational, career and personal counseling support, referrals to tutoring and other support services throughout campus, and strategies for overcoming challenges. To assist students with the transfer application process, the Transfer Center developed a preparation packet for application workshops as well as GPA Calculation assistance materials encouraging a committed, high-standards approach. (See Appendix I)</p>
Institutional Capacity	<p>The Transfer Center works to identify student needs and establish services to support those needs. Needs are identified through the use of Student Learning Outcomes data analysis, as well as the changing policies and admission practices of transfer institutions. With the resources we have available to us, we provide the most comprehensive services possible. However, the Transfer Center budget allows for only \$19,427.00 (fall 2017) in adjunct counseling support. (See Appendix F) In academic year 2015-2016 adjunct counseling support was paid out of SSSP for a total of \$97,678.37 and in 2016-2017 the cost total was \$132,394.03; should this money not be available in the future, the counseling services provided will be critically impacted. Regarding hiring diverse population, the Transfer Center hires employees, including Work Study students from diverse backgrounds and encourages student employees to take part in the Career Center's Job Readiness Training Academy; one of our Work Study students successfully completed the certificate program fall 2017.</p>

4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	<p>Classified staff and faculty have limited access to student information with the database available. There is no easy access to student email addresses; reports must be run and then compiled. When sending emails, we are limited to sending 50 emails at a time or completing a request process through Admissions & Records who then coordinates with Information Systems to send the email within five days; no confirmation is received by the Transfer Center that the email was sent as requested. Outreach is performed through on-campus displays, student newspaper/radio, word-of-mouth, Transfer Center website, and social media (yet, students have various preferences so no single method or platform is sufficient). The Transfer Center utilizes UC TAP to access email addresses of students interested in transfer to the UC system.</p>
Engagement	<p>With the publicity challenges outlined above, we have relied on email outreach to faculty to reach specific populations. There is concern that faculty receiving</p>

	<p>an overload of emails each day will not read the email notification in time. Also, there is a need for an effective tracking system to properly account for students served via phone, email, and at events taking place outside of the Transfer Center office.</p>
Retention	<p>Following personal experience, the Transfer Center Director recognized the ability, after being hired full-time, to meet with students regularly. Each semester these students would return and request follow-up appointments. Adjunct counselor support is heavily relied upon and valued, though it creates a challenge when adjunct counselor schedules and student schedules change each semester. It becomes nearly impossible for a student to meet with the same counselor each semester, thereby, potentially impacting the retention of students frustrated due to lack of consistency.</p>
Institutional Capacity	<p>Challenges relating to institutional capacity include: data needs (relating to comprehensive educational plans, student population identifiers, TCD not able to run SARS reports, ability to find data resources on Grossmont College and District website); limited ability to email groups of students regarding transfer information in a timely manner; budget does not accurately reflect the dollars spent in providing transfer services at the current level of service; staff/faculty are working at maximum capacity and yet more work is to be done, possibly resulting in low attendance at Transfer Center Professional Development presentations; only one data liaison for all of Grossmont College; and with an excessive amount of work to be done, email is often utilized for communication increasing the opportunity that the communication is overlooked and diminishing time for face-to-face discussion/troubleshooting.</p>

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

PURPOSE OF SECTION 5.1: To access practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.

5.1 How does your program support student learning?

Comments:	The Transfer Center provides appropriate and careful educational planning with students. This includes working to support success in difficult courses, while not overwhelming students who may need remediation or an ed plan that accommodates a student's part-time status.
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5.2 Please use the table to fill in the appropriate information regarding:

- SLOs/SSOs measured
- Assessment Tool - Briefly describe assessment tool.
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	Student Services Division SSO: Students will have access to a spectrum of services that respond to their needs, reflect quality of information, and are delivered with authentic care. Per SSC, need to discuss further 3/5/18
ASSESSMENT TOOL:	
ASSESSMENT ANALYSIS:	
NEXT STEPS:	Discussion needed at SSC to refine SSO and/or identify methods for measurement. Survey will be needed to measure new SSO.
TIMELINE FOR IMPLEMENTATION:	The Transfer Center will measure this SSO during the 2018-2019 academic year pending survey availability.

SLO/SSO MEASURED:	Transfer Center SSO: Students utilizing the Transfer Center will receive information regarding choosing a college major and transfer institution and develop an educational plan.
ASSESSMENT TOOL:	The Transfer Center will run yearly reports identifying the number of students served through appointments.
ASSESSMENT ANALYSIS:	80% of students that meet with a counselor for an appointment will have been coded through SARS with a comprehensive ed plan (CEP), abbreviated ed plan (AEP), or other follow-up (OFUED) indicating that an ed plan was provided at a previous appointment and revised in current appointment. The SARS data analyzed showed that there were 1,496 appointments in the Transfer Center in academic year 2016-2017 and that 1,205 of those appointments were coded as AEP, CEP, Both, or OFUED. Target accomplished at 80.5%! (See Appendix B)

	In analyzing the data we discussed the difference between assisting students with educational goals vs. educational plans. Many of the students visiting the Transfer Center are referred by counselors who have previously written an ed plan. Therefore, further discussion is necessary as we look at the data to ensure that we are capturing what we intend to capture.
NEXT STEPS:	Meet with Transfer Advisory Committee to review Transfer Center SSOs and rewrite as necessary to be specific and measurable.
TIMELINE FOR IMPLEMENTATION:	Will schedule advisory committee meeting for spring/summer to ensure SSOs are ready to go for fall assessment cycle.

SLO/SSO MEASURED:	Transfer Options Workshop SLO: Identify appropriate general education pattern and major prep to be used to build an educational plan.
ASSESSMENT TOOL:	Pre- and post-survey
ASSESSMENT ANALYSIS:	<p>In 2016-2017, 100% of students were able to identify the appropriate general education pattern based on the scenario given.</p> <p>When analyzing survey results, it was noticed that the sample size is small with only two students completing the survey. In past years, the Transfer Center offered one type of Transfer Options workshop which covered UC, CSU, private and out-of-state information. In 2016-2017 we decided to expand our workshop offerings and included Transfer Options workshops specific to the CSU and UC. Through consultation with colleagues and observation of student needs, it was determined that there was a need for targeted information including how to calculate CSU transferable GPA and how to complete the UC TAP. These topics were added to our CSU and UC Transfer Options workshops. When all three workshops were on the calendar, student participation was spread out instead of being consolidated.</p> <p>It was also noticed that the SLO, as written, contains two separate items needing to be measured, general education and major prep. These should in fact be written as two separate SLOs to be properly assessed.</p>
NEXT STEPS:	<p>To rewrite the Student Learning Outcome and make any necessary updates to the pre-post survey.</p> <p>To discuss the need for three separate Transfer Options workshops and/or additional strategies to incorporate the topics identified in our services.</p>
TIMELINE FOR IMPLEMENTATION:	The steps identified above will be completed prior to the start of the fall 2018 semester.

PURPOSE OF SECTION 5.3 – 5.6: To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.

5.3 How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	Not applicable.
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments: Not applicable.

5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments: Not applicable.

5.6 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments: Not applicable.

PURPOSE OF SECTION 5.7- 5.10: For departments that offer courses of instruction. To describe how curriculum is maintained and/or developed.

5.7 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments: Not applicable.

PURPOSE OF SECTION 5.8: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.

5.8 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments: Not applicable.

PURPOSE OF SECTION 5.9: To describe what the department does to maintain high academic standards amongst its faculty.

5.9 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments: Not applicable.

PURPOSE OF SECTION 5.10 – 5.11: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

Comments:	Not applicable.
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5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
<input type="checkbox"/>	Change or improve your SLOs/SSOs.	Not applicable.
<input type="checkbox"/>	Change or improve how the department/program assesses SLOs/SSOs.	Not applicable.
<input type="checkbox"/>	Change or improve department/program services as a result of SLO/SSO findings.	Not applicable.
<input type="checkbox"/>	Other	Not applicable.

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

- *To have department/programs examine the effectiveness of the program.*
- *To have departments/programs explain what they have done to improve student success.*

6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:	<p>The Transfer Center assists students who have identified transfer as their educational goal. Counselors provide information to students regarding general education and major preparation course requirements; associate degree requirements, including Associate Degree for Transfer; university admission requirements and policies; and pre-professional advising.</p> <p>Transfer Center services are designed and implemented to meet the needs of students at all stages in the transfer process. For example, students who are new to the idea of transfer receive assistance exploring university options and transfer opportunities as well as making decisions regarding major and career goals through appointments, Transfer Options workshops, and referrals to appropriate resources including the Career Center and Counseling classes. For students that are determined to transfer and need assistance identifying appropriate courses of instruction, transfer pathways and admission eligibility criteria, the Transfer Center offers educational planning appointments, Ready to Transfer? and Associate Degree for Transfer workshops, and University Representative appointments. At the time of application, students can find assistance with their Transfer Admission Guarantee applications as well as their University admission applications. There is also opportunity for students to meet with university representatives regarding the application process at events such as our Fall or Spring Transfer Fairs. Finally, as students begin to hear about admission decisions, Counselors are available to address next steps that students must complete in the admission process. (Appendix E)</p> <p>See Section 2.2 for data related to the student population at Grossmont College pursuing a transfer goal and Section 3.1 for data outlining the number of students transferring to University of California, California State University, private and out-of-state institutions.</p>
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PURPOSE OF SECTION 6.2: To have departments/programs explain what they have done to improve student equity and support to special populations.

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	<p>The Transfer Center communicates with students through: email communications to special populations, outreach to departments/counselors/staff connected to special populations, class presentations, student newspaper and radio, posters throughout campus, ASGC, Student Affairs, Career Center, and all other student services departments.</p>
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	<p>The Transfer Center has identified those groups that experience the greatest disproportionate impact through the Grossmont College Student Equity Plan and has addressed these populations by presenting at adult re-entry orientations, collaborating with Puente and UMOJA (support the work of Puente/UMOJA through frequent contact with coordinators and inviting coordinators to participate in application workshops, classified staff supported Puente program by serving as a Mock Interviewer), hosting and facilitating HBCU workshops during Black History Month and special presentations at Fall Fair. The Transfer Center has partnered with UMOJA to sponsor bus trips to UCSD. The Transfer Center has also collaborated with Outreach and the Cross Cultural Studies department to host the Viejas Tribal Education Center campus tour and presentation for prospective American Indian students. (See Appendix H)</p>
<p>Support:</p>	<p>In addition to the above, the Transfer Center provides workshops on a variety of topics and schedules workshops at various times throughout day/week to accommodate students' complex schedules that encompasses class, work, family obligations, etc. We include weekend bus trips and evening hours as building hours permit.</p>

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity: 2015-2016	Year 2 Quantity: 2016-2017
# of Degrees (KPI)	ADT Degrees Awarded: 623	ADT Degrees Awarded: 799
# of Students who Transfer to a Four-year Institution (KPI)	UC: 142 CSU: 749 In-State-Private: 175 Out-of-State: 294	UC: 154 CSU: 718 In-State-Private: 165 Out-of-State: 266
Number of Workshops	138	124
Number of Transfer Fairs and Colleges Attending	Fairs: 2 Colleges Attending Fall: 47 Colleges Attending Spring: 25	Fairs: 2 Colleges Attending Fall: 59 Colleges Attending Spring: 26
Educational Plans	Abbreviated Ed Plan: 539 Comprehensive Ed Plan: 502 Both AEP and CEP: 191 Follow-up Ed Planning: 507	Abbreviated Ed Plan: 117 Comprehensive Ed Plan: 293 Both AEP and CEP: 140 Follow-up Ed Planning: 655
Students Served (Measured by Attended Appointment)	1395	1496
Students Served (Drop-in Roster)	698	917
Students Served (Attended Workshop)	1006	1376
# of Class Visits/Tours	5	16

*Data above from Admissions and Records, see email Wayne Branker 3/16/18, as well as Transfer Center SARS.

PURPOSE OF 7.2: Summarize findings of additional data provided to your department/program by the Data Liaison.

Comments:	The Data Liaison provided the following charts for Transfers to UC and Transfers to CSU data gathered from the UC Info Center and CSU Data Analytics webpages. Please note that while preliminary 2016-2017 information is available on the UC Info Center webpage, it has not been presented in the chart below as it only includes fall 2016 data, spring 2017 data is pending. Data available to date for 2016-2017: Berkeley reports 17 transfers from Grossmont, Davis 4, Irvine 14, Los Angeles 14, Merced (not reporting), Riverside 5, San Diego 90, Santa Barbara 7 and Santa Cruz 3, Total 154. These numbers could be adjusted upward as spring 2017 data is loaded to the report.
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Transfers to UC

	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Berkeley	13	11	9	11	16	60
Davis	8	4	9	5	3	29
Irvine	8	2	6	8	9	33
Los Angeles	13	11	10	10	10	54
Merced	1	2			1	4
Riverside	6	4	4	2	5	21
San Diego	131	93	89	90	87	490
Santa Barbara	6	1	6	4	3	20
Santa Cruz	9	10	8	3	8	38
Total	195	138	141	133	142	749

From: <https://www.universityofcalifornia.edu/infocenter/transfers-major>

As seen in the chart above the numbers transferring to the UC system have fluctuated over the past four years after a significant decline from 2011-12 to 2012-13. The preliminary data for the 2016-17 year show 154 students transferred continuing the slight increase over the past three years. As the UC has committed to increasing the number of California students admitted by 10,000 by the academic year 2018-19, it is suspected that this trend will continue. However, the cost of UC may be on the rise as is the competitive GPA needed for admission.

Institution Name:		Grossmont College									
Transfers to CSU											
Campus	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Total
Bakersfield	4	2	2	3	3	2	1	2	7	5	31
Channel Islands		3		3	3	2	3	7	10	11	42
Chico	6	11	11	6	8	5	14	10	8	6	85
Dominguez Hills	1	8	8	17	2	1	4	7	17	7	72
East Bay	11	7		4	2	5	7		4	3	43
Fresno	8	8	3	4	2		3	3		1	32
Fullerton	17	20	12	10	6	9	6	11	7	9	107
Humboldt	9	6	13	15	7	14	14	21	14	17	130
Intl Programs										2	2
Long Beach	22	14	7	13	23	13	19	25	20	25	181
Los Angeles	9	11	3	10	11	3	5	8	8	11	79
Maritime Academy	1			2		1		2		1	7
Monterey Bay	5	5	4	3	2	3		1	6	1	30
Northridge	16	12	15	28	20	18	11	19	23	1	163
Pomona	6	2	6	9	4	6	6	4	2	6	51
Sacramento	11	12	17	15	12	5	9	2	12	12	107
San Bernardino	4	10	9	6	4	3	5	2	6	6	55
San Diego	620	449	535	944	319	542	540	592	551	551	5643
San Francisco	22	26	24	18	19	12	16	20	26	12	195
San Jose	6	10	2	6	6		6	7	5	10	58
San Luis Obispo	6	3	1	2		2	4	2	2	3	25
San Marcos	79	56	89	32	17	15	14	15	16	10	343
Sonoma	4	2	3	2	3	4	1	3	3	2	27
Stanislaus	5	2		2	2		1		2	6	20
Grand Total	872	679	764	1154	475	665	689	763	749	718	7528

From: <http://www.calstate.edu/as/>

CSU admission numbers have also fluctuated. Factors likely influencing these numbers are: individual campuses focusing more on offering priority admission to their local area students, especially impacted campuses, leaving less room for non-local, California transfers; number of ADT applicants on the rise, however, the number of spaces available at each CSU campus is not increasing; the GPA to be competitive to our only local campus, SDSU, is on the rise (for example, in Fall 2015, as reported by SDSU, the minimum GPA to be considered for admission to Business General was a 2.9, however, to be competitive and admitted students had to have a 3.57 and above). The new Cal State Apply application went live June 2017. It will be interesting to see what effect it could have on the numbers for the 2017-2018 academic year.

Degrees and Certificates

The number of awards given by the college has nearly doubled in the past five years (+92% since 2010-11). The number of degrees issued by the college has increased by 61 percent.

Table 366: Number of Awards by Type, 2010-2015

	2010-11	2011-12	2012-13	2013-14	2014-15
Degrees					
A.A. Degree	587	580	639	774	754
A.A.-T Degree	--	14	35	146	203
A.S. Degree	575	526	582	629	632
A.S.-T Degree	--	--	--	184	277
Total Degrees	1,162	1,120	1,256	1,733	1,866
Certificates					
60+ Units	1	2	--	--	--
30.0-59.9 Units	368	575	753	990	1,051
18.0-29.9 Units	117	143	122	158	144
12.0-17.9 Units	--	--	--	--	95
Total Certificates	486	720	875	1,148	1,290
Total Awards	1,648	1,840	2,131	2,881	3,156

From: Grossmont College 2016 Student Success Key Performance Indicators report found at <https://www.gcccd.edu/research-planning/documents/research-reports/key-performance-indicators/Grossmont%20College%202016%20Key%20Performance%20Indicators%20DRAFT%2020160826.pdf>

As the Associate Degrees for Transfer offered by Grossmont College increase and the number of California State Universities utilizing these degrees in the admissions process increase, the number of degrees awarded will also rise. In the past six years the number of ADTs awarded has increased dramatically, from 14 awarded in 2011-12 to 799 in 2015-16 (per email from Wayne Branker, Admissions and Records, dated 3/16/18). Notably, as the number of AA-T and AS-T degrees awarded continues to rise so does the workload of our Evaluators as they must verify the students' progress toward completion during the application season as well as their

other responsibilities to package and award degrees and certificates. Also, of note, the degree gives priority admission to the student's local CSU, however, it does not offer guaranteed admission to an individual campus. For the fall 2016 application cycle, as reported by SDSU, 2,169 ADT applicants were redirected to another campus open at the time of redirection. These students met all minimum admission requirements to SDSU and the CSU, however, there were not enough seats at SDSU to accommodate all ADT applicants. In comparison, the fall 2018 application cycle brought 3,156 SDSU redirects of ADT applicants.

PURPOSE OF SECTION 7.3: To have the department/program examine the trends represented in the data from 7.1 or 7.2.

7.3 What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

<p>Comments:</p>	<ul style="list-style-type: none"> • As the Transfer Center is more fully staffed with counseling support, we are able to provide a consistency of services, and we are seen as a trusted resource, as evidenced by the number of students returning for follow-up assistance. Additionally, we are able to establish greater visibility around campus. These factors have resulted in an increase of the number of students served in drop-in counseling, workshops, and appointments. These numbers do not reflect the many students attending our fairs, served over the phone and through email. We have a need to establish a way to effectively document students served in these ways. • Number of ADT degrees awarded likely to continue to rise as more ADT are created at the CCC and additional ADT are accepted by CSU. Of considerable concern is that the number of students admitted to our local CSU campus does not change (SDSU has maintained approximately a 10% admission rate for the past three years) and the number of ADT applicants redirected by SDSU rises each year (Fall 2014: 412; Fall 2015: 2397; Fall 2016: 2169; Fall 2017: 2844; per report from SDSU). What would CSU do if all redirected students pursued redirection? • We are working to steadily increase students' awareness of transfer options. Our fairs are growing, giving students the opportunity to speak to representatives from a variety of campuses. • While the number of ed plans written during appointments has declined, the number of students assisted with appointments has increased. Many of our students make follow-up appointments to discuss transfer related topics after creation of an educational plan; we also see many students that have been referred to the Transfer Center from other Counseling departments after their ed plan was written. As appointment coding became more institutionalized we have created coding instruction charts so that coding is specific and accurate, more fine-tuned.
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SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1 Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
<p>Transfer Center Director/Counselor</p>	<ul style="list-style-type: none"> • Provide direct educational, career, and personal counseling services to students through drop-in, individual appointments and group workshops. • Coordinate Transfer Center events, including: Fall and Spring Transfer Fairs, University Representative visits and presentations, University Bus Trips, Transfer Achievement Celebration, UCSD Super Visit. • Work closely with counselors and other faculty to review transfer issues and assist in resolving problems. • Work with appropriate faculty, department Chairs, Deans, Academic Senate and other appropriate committees on campus to disseminate transfer information. • Attend and participate in department, division, and committee meetings, monthly Region X Transfer Center Director’s Meetings, San Diego Education Consortium meetings and bi-annual meetings with San Diego State University, University of California San Diego and California State University San Marcos. • Facilitate training for adjunct and full-time counseling faculty regarding transfer issues. • Provide Professional Development for instructional and counseling faculty; participate in Professional Development activities. • Make presentations during class visits and club events and special events on campus (including Grossmont Union High School District Counselor Breakfast, Viejas Tribal Education Center Campus Visit and Adjust Re-entry Open House). • Represent the Transfer Center at campus-wide outreach events. • Write reports for the California Community College Chancellor’s Office, Student Equity, SSSP, TracDat, Peer Evaluations, Program Review, and Annual Planning Updates. • Track and maintain the Transfer Center budget. • Conduct reviews of Transfer Admission Guarantees to UC Davis and Santa Cruz. • Coordinate University Link program requirements and verification of income. • Maintain Transfer Center website and make regular updates. • Provide direction to adjunct counselors, classified staff, and hourly student workers. • Ensure that SSSP coding is developed and implemented for Transfer Center activities. • Participate in the planning, implementation, and evaluation of educational programs, courses and other experiences that will directly result in the

	<p>educational growth of students and support advancement of the visions, missions and values of the college and District.</p> <ul style="list-style-type: none"> • Utilize computer software, databases and technology to provide educational counseling services. • Work collaboratively with representatives from other colleges/universities to increase transfer opportunities and build transfer awareness for students. • Interpret regulations, policies and programs to ensure provision of quality counseling services. • Gather research, perform data analysis and interpretation of complex, multi-layer data to draw conclusions and make necessary programmatic changes. • Serve as Student Learning Outcomes Liaison for the Transfer Center: attend training sessions, write Transfer Center SLOs and evaluations, analyze data gathered and make changes as necessary. Update TracDat following assessment plan. • Serve as Region X TCD Representative at California Community College Chancellor's Office Meetings (each term length is two years).
<p>Student Services Specialist</p>	<ul style="list-style-type: none"> • Organize and coordinate the day-to-day activities of the Transfer Center while utilizing the SARS appointment scheduling system. • Schedule counseling appointments and obtain student transcripts prior to the appointment. • Develop and maintain a current resource center containing college transfer literature, files, and other access information. • Provide information and assistance to students, faculty, staff and community members regarding the use of facilities and resources related to college transfer. • Plan, organize, coordinate and promote college fairs, transfer workshops, college visits, transfer achievement ceremony and other transfer related events. • Provide assistance to students on completing university admission applications. • Prepare reports, correspondence, requisitions, work orders, purchase orders, and other documents. • Participate as directed in the training and direction of hourly personnel and student workers. • Troubleshoot problems with office equipment, computer system and office infrastructure. • Update Transfer Center and Articulation websites and social media platforms. • Participate in Professional Development activities.
<p>Adjunct Counselors</p>	<ul style="list-style-type: none"> • Provide education counseling for students in preparation for transfer, including development of educational plans and goals. • Employ knowledge and skills necessary to counsel students about District programs/policies and transfer requirements/admission practices of baccalaureate institutions. • Conduct group workshops on transfer related topics. • Provide counseling for special populations including veterans, international students and non-traditional students. • Participate in Transfer Center events and outreach programs. • Assist students by way of appointments, drop-in counseling and workshops. • Make referrals to other services, programs, departments as needed.

	<ul style="list-style-type: none"> • Provide counseling to meet career or occupational objectives as well as to assist students in resolving personal problems. • Stay abreast of regularly changing transfer admission policies. • Assist with development of transfer related workshops, including presentation materials and student learning outcome evaluations, as assigned. • Follow-up with students on an as needed basis through email, phone and/or in office services. • Attend meetings and trainings with university representatives as assigned. • Participate in the evaluation of Student Learning Outcomes and Student Service Outcomes.
Student Workers/Work Study	<ul style="list-style-type: none"> • Create Transfer Center monthly calendar and workshop flyers. • Post flyers around campus. • Answer telephone questions as appropriate and check voicemail messages. • Schedule counseling appointments in SARS. • Print transcripts as needed. • Organize transfer materials and make available to students.

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	<p>Each of the responsibilities outlined above in section 8.1 are critical to the success of students meeting their transfer goals and, therefore, not only support the Transfer Center Mission but also the Mission of Grossmont College. It is imperative that those responsible for these duties work together as a team, interdependently, to accomplish the goals and outcomes of the Transfer Center. Staff (classified and hourly) are available during all business hours to assist students with their individual needs and serve as the first point of contact for students over the phone or in person. Counselors meet with students as scheduled by staff and utilize comprehensive knowledge of transfer policies and requirements to assist students with their educational plans. The Transfer Center Director collaborates daily with staff and counselors to ensure that troubleshooting is addressed and programming is accomplished as outlined.</p>
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8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly's. If available provide supporting documentation.

Comments:	<p>The number of students the Transfer Center serves is directly correlated to the number of staff/faculty assigned to the Transfer Center. To reach additional students, we must have additional staffing.</p> <p>The Transfer Center Director is the only full-time faculty member in the Transfer Center and divides hours between meeting directly with students and maintaining the administrative responsibilities of the position. Currently, spring 2018, there are seven adjunct counselors working throughout the week and providing counseling coverage. This is the most adjunct coverage we have had in the Transfer Center in the past four years. And yet, there are times throughout the year when appointments fill so quickly; we are unable to meet the demand with the number of direct student counseling hours available. Looking at the number of students attending Grossmont during Spring 2015 with a goal of transfer, 13,255, and the number of Transfer Center counselors, it is evident that there is a great need for additional</p>
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counseling support. With additional counselors we would not only be able to increase the number of counseling appointments available, but would also be able to increase outreach to classes, clubs, and to faculty, therefore, increasing awareness of transfer services and making further contributions to student success.

Adjunct availability can be an issue. It is important to make offers well in advance of the semester to ensure that adjunct counselors are available at the time needed and have not already made commitments to other campuses.

The Org Chart identifies an additional Classified Staff member working on a part-time basis. This position was last filled when the building hours were extended Monday through Thursday until 7pm. In the case that Grossmont College determines to go back to this type of service model, an additional Classified Staff member would be necessary to provide coverage during the extended business hours. In peak times, when building hours are extended, coverage is currently provided by student workers. The ratio for classified full-time to student hourly is 1 to 5.

Student hourly workers and Work Study students are hired to assist with greeting students and scheduling appointments. However, relying on students comes at a price. Their schedules fluctuate from semester to semester and even from day to day depending on their class demands and outside priorities. Therefore, we have seen a high rate of turnover. It takes time to fully train student workers who work, in many cases, only 10 hours a week for a period of one semester to two years. The Transfer Center provides student workers with excellent career development opportunities that future employers will value.

PURPOSE OF SECTION 8.4 – 8.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

8.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	<ul style="list-style-type: none"> On campus Transfer Center located in Building 10-173 Three counselor offices Lobby/waiting area with two tables and eight chairs as well as 4 computer terminals used as space for workshops and student research Two front desk spaces for classified staff and student hourly workers On-campus computer labs for application workshops Campus quad for special events Classrooms are utilized for workshops with larger attendance Transfer Center website
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8.5 Are the spaces listed in 4.1 adequate to meet the program’s educational objectives?

Yes No

- If you checked ‘yes’, please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘no’, please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	
No:	<p>The Transfer Center does not have a dedicated computer lab for workshop space. Each semester we request lab space and can only book space once all instructional faculty have made requests and been assigned labs; therefore, we often have very short notice of the space we have been assigned to use. This impacts our ability to effectively market our workshops. Several times, we have had to change the workshop schedules after publication, negatively affecting the students we serve and our marketing capabilities. Lab space is a critical need to assist students with their applications as a final step of their transfer process and goal completion at Grossmont College. With dedicated lab space we could also expand our workshops to include hands-on activities.</p> <p>We have also noticed an increase in the number of students attending our workshops held in the Transfer Center lobby; thus, creating need for a dedicated workshop space to accommodate the increase in attendance at workshops.</p> <p>Additionally, all three office spaces are being utilized Monday through Friday for counseling appointments with the exception of one office one day/week. This is the only office space we have to accommodate university representatives that arrange time in their schedules to travel to campus and meet with prospective students. This is an invaluable resource for students, one included in Title V Section 51027 under Required Services. Additional office space would also allow for additional counselors (full-time or adjunct) to reduce the high counselor to student ratio.</p>

8.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	<p>The Transfer Center Director, in collaboration with the Student Services Specialist, identified peak times throughout the year when there is a spike in the number of students requesting Transfer Center services. The Transfer Center Director then collaborated with the Chair of Counseling to share the projected peak times and plan for/schedule additional adjunct counseling support. This is done prior to adjunct assignment offers being made to prevent last minute scheduling and reduce problems with adjunct availability.</p> <p>The Transfer Center’s calendar of workshops is created early with lab requests made up to 1 month in advance to allow time for the campus schedulers to coordinate lab assignments. In addition, facility requests for quad space are submitted with detailed set-up upon first notice of dates assigned for Transfer Fairs.</p> <p>The Transfer Center identifies the number of available seats needed for each workshop. Facility requests are made at the beginning of the semester for any classrooms/lab space needed for workshops in which a high number of attendees are expected and need to be accommodated.</p>
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PURPOSE OF SECTION 8.7: Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).

8.7 Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request, P, T, PH, PD, O :	Brief Description:
Outreach to students and faculty, COUN 150	P	2 additional full-time counseling faculty positions. Counselors would serve students through appointments, drop-in, workshops, class visits, tabling and other as assigned.
Outreach to students and faculty, COUN 150	P	Hourly counselor budget to cover the cost of 86 adjunct hours per week. The office is open 43 hours per week and there are two adjunct office spaces available. Currently the Transfer Center budget allows for \$19,427 for Adjunct salary. Adjunct counselors would serve students through appointments, drop-in, workshops, class visits, tabling, and other as assigned.
COUN 150, Outreach to students	PH	Dedicated workshop space in the form of a computer lab with 20-25 seats with computers at each.
Outreach to students	PH	Fabric covered panel and glass panel removed from front desk student worker station to allow for visibility and accessibility of services.
Outreach to students	T	Additional computer terminals to assist with application process on drop-in basis in Transfer Center; tied to this need would be a reorganization of the office space. Currently there is only space for four computer terminals for student use.
Transfer Achievement Celebration	O	Permanent funding source for Transfer Achievement Celebration
Outreach for students	O	Line item for bus trips and budgeted funds in the amount of \$2000 for two bus trips per academic year
Outreach to students and faculty, COUN 150	PD	Professional development funds for adjunct counselors/classified staff to participate in UC/CSU counselor conferences.
Outreach to students and faculty, COUN 150	PD	Increased Professional Development funds for Transfer Center Director to travel to additional transfer related conferences.
Outreach to students	T	ID Tracking System to track number of students served during outreach events taking place outside of the Transfer Center office in Building 10.
Outreach to students and faculty, COUN 150	O	Yearly funds to update and maintain a comprehensive resource library with up-to-date materials for student, counselor and instructional faculty use.

*P = Personnel; List faculty and staff in order of priority.

T = Technology

PH = Physical; List facility resources needed for safer and appropriate delivery of services.

PD = Professional Development; List need for professional development resources in priority order.

O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: The committee is looking to recognize department/program efforts for outside funding.

8.8 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	The San Diego Education Consortium has reimbursed up to \$100 toward the Spring SDEC Transfer Fair each of the last four years. The funds are provided by the San Diego Education Consortium to each of the Region X Community Colleges to assist with the cost of hosting the fairs. The Transfer Center utilizes the funds to boost student engagement during the event. Funds are used to provide supplies for an ice-breaker activity that encourages student interaction with Transfer Center faculty and staff at this fair. The funds from the San Diego Education Consortium have been offered each year, however, the consortium determines on a yearly basis what type of funding, if any, will be available to provide.
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SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

9.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program
2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	<p>Adjusted Timeline: A three-year cycle is much too aggressive. As the only full-time faculty member in the Transfer Center, it is impossible to maintain services if reassigned time to write Program Review. Because the adjunct budget fluctuates from year to year, adjunct counseling support cannot be guaranteed to help with maintaining services. For this cycle the template was distributed at the busiest time of the year for the Transfer Center. September through January is the time of year that the Transfer Center must be dedicated to assisting students with their university admission applications. The deadline for the Program Review document was in January, while the Transfer Center is still in application season. It was impossible to provide quality services to students as well as write a quality program review with such a fast-paced writing timeline, therefore causing the need to request an extension of the date Program Review draft was submitted. To have time to: effectively serve students and stay true to the Mission of the College to assist students with their transfer goals; appropriately measure, analyze and reflect on SSOs and SLOs; write a well-thought out program review; and make necessary revisions after meeting with the SSPRC, I strongly recommend and request moving to a six-year cycle for Program Review with annual updates years one through five.</p> <p>Data Availability: much of the data information on Grossmont College website is out-of-date or nonexistent (page reads coming soon). It would be helpful to provide point of contact and/or links to webpages for all pieces of information required to complete program review at least until these webpages are updated.</p> <p>Table of Contents: a pre-formatted Table of Contents, with space for page numbers to be added by writer would be much appreciated. This would also ensure consistency of format among all Student Services departments.</p>
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Goals Section: We were asked to write department goals as SMART goals in section 3.2. The table given in section 3.2 does not allow for writers to outline ways in which the goals are SMART (specific, measurable, etc.). Asked to make a rank ordered list, were we supposed to fill table in with most important goal first to least important goal? Within time span of three years all goals should be achievable, therefore, is ranking necessary? Also in 3.1 discuss past goals, 3.2 future goals, then 3.3 and on go back to past goals. For clarity suggest all questions re past goals to list first then conclude section with goals for next three year cycle.

Resource Needs Section: The table in section 8.7 directs writer to look at goals from 3.1 however, 3.1 includes goals from previous review. Should refer writer to 3.2. This writer experienced difficulty tying funding requests to goals because the goals were to be specific and few in number. Seemed that funding needs related more closely to a broader goal. It would be helpful for the table in the resource needs section (8.7) to allow writer to describe how resource need relates to goal.

Handbook: Continue to develop handbook, there seem to be notes from the author (or authors) regarding sections to be rephrased indicated by **, and in training we were informed that some sections still needed to be updated including sections 4 and 5. Section 6 of handbook indicates to see Appendix X for data. Unable to locate an Appendix X.

Appendices: The appendices 1-5 noted in the handbook seem to relate to instructional faculty. Direction was given in the Checklist to include an email from the SLO coordinator in Appendix E. I was unclear what to include in Appendices A-D with regards to Transfer Center and therefore tried to organize the information in these appendices as clearly as possible. It was requested that I include samples of event fliers. Also appendices referred to as 1-5 then A-E. For items that are to appear in Program Review of all departments (Bloom's Taxonomy, Common Verbs, SSO/SLO Cycle Diagram) it would be extremely helpful to have the graphics already in the template.

9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	<p>Of concern and potential danger to the integrity of the program are the forecasted budget cuts, declining FTES numbers and performance based funding associated with SSSP and the Governor's proposed budget. Adjunct counselors supporting the work of the Transfer Center have been paid over the last three years out of SSSP funds. The availability of services provided by adjunct counselors in the Transfer Center is directly related to the availability of funding. The availability of adjunct counseling faculty also fluctuates with hiring; recently we have seen several adjunct counselors hired full-time by other districts in San Diego. We have seen an increase in the number of students utilizing transfer services as well as the number of students declaring an educational goal of transfer in the past several years. These increases negatively affect the counselor to student ratio and access to appointments necessary for quality education planning. The rising number of initiatives and changes in admission policies at four-year colleges/universities impacts the foundational knowledge base that all counselors must be able to comprehend and explain and drives the necessity of individual counseling appointments for students seeking support and guidance. The number of Associate Degrees for Transfer being awarded by Grossmont College and accepted by the California State Universities continues to increase, as does the number of universities identifying minimum selection criteria needed for admission to their programs, thus increasing the need for continued professional development and appointment availability for students to meet one-on-one with their counselors.</p>
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Appendix A

Definitions of Terms

APPENDIX A: DEFINITIONS OF TERMS

ADT: Associate Degree for Transfer. The California Community Colleges (CCC) Associate in Art for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees are two-year associate degrees that are fully transferable to the CSU and are no more than 60 semester units or 90 quarter units. With these Associate Degrees for Transfer (ADT) — sometimes called a [Degree with a Guarantee](#) — students who meet the CSU's minimum eligibility requirements are guaranteed priority admission to a CSU campus, though not necessarily to a particular campus or major. For more information: <https://www2.calstate.edu/apply/transfer/Pages/cc-associate-degree-for-transfer.aspx>

ARC: Accessibility Resource Center. The Accessibility Resource Center at Grossmont College was established to accommodate the academic and support needs of students with disabilities, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The A.R.C. offers eligible students access to a variety of specialized support services and assistive equipment. These services are intended to accommodate students with disabilities in regular college programs and activities. For more information: <https://www.grossmont.edu/student-services/offices-and-services/arc/default.aspx>

ASSIST: ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. For more information: <http://www.assist.org/web-assist/welcome.html>

Cal State Apply: This website went live June 2017 with the new application for the California State University System. Visitors to the site can also check dates and deadlines for applications to the CSU, explore campuses and majors, and view admission requirements, etc. For more information: <https://www2.calstate.edu/Apply>

CCCCO Data Mart: California Community Colleges Chancellor's Office MIS Data Mart. The data mart provides information about students, courses, student services, outcomes and faculty and staff. The emphasis of a data mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. For more information: <http://datamart.cccco.edu/>

Cross Enrollment: Grossmont College students may choose to cross enroll at San Diego State University or University of California upon meet eligibility requirements. Students may take 1 class per term at the four-year university campus upon enrollment in a minimum of six units at their home campus. For more information: <https://www.grossmont.edu/student-services/offices-and-services/transfer/cross-enrollment.aspx>

CSU: California State University. Twenty-three campuses make up the CSU system. Grossmont College's only local CSU is San Diego State University. For more information: <https://www2.calstate.edu/>

CSU Data Analytics: The Division of Institutional Research and Analyses is responsible for compiling student data from the 23 campuses of the California State University and disseminating statistical information about applications received, new enrollments, continuing enrollments, and degrees conferred. For more information: <http://www.calstate.edu/as/>

CSU Mentor: Until June 2017 CSU Mentor was utilized by the California State University as the website that housed the application for each of its 23 campuses. It was replaced in 2017 with Cal State Apply.

CSUSM: California State University San Marcos. While located in San Diego County, CSUSM is not considered a local campus for Grossmont College. CSUSM awards local admission priority to Palomar, MiraCosta and Mt. San Jacinto students. As of this writing, Grossmont College students can earn local consideration by completing at least 12 units during their last semester prior to transfer at one of CSUSM's three local campuses. For more information: www.csusm.edu

DO: Doctor of Osteopathic Medicine

EOP Summit: The Educational Opportunity Program at San Diego State University hosts the EOP Summit each spring semester for EOPS Counselors, Transfer Center Directors and future EOP students from local

California Community Colleges.

EOPS: Extended Opportunity Programs and Services. A state funded program established to recruit, enroll, and retain students of an educationally or economically disadvantaged background into higher education. EOPS is committed to providing the resources necessary for our students to reach their educational goals. Eligible students are provided with a wide range of support services, such as personal/academic counseling, priority registration, and book vouchers to foster success at Grossmont College. For more information: <https://grossmont.edu/student-services/offices-and-services/eops/eops.aspx>

eVerify: The online eVerify system is utilized to verify that students have earned or are in progress to earn their Associate Degree for Transfer. Students must indicate on their Cal State Apply application that they have or will earn an Associate Degree for Transfer and the school from which they will earn the degree. At Grossmont College the Evaluations team is responsible for verification of the ADT.

GPA: Grade Point Average. Grade point averages can be calculated a number of ways. Students pursuing transfer to a four-year university must track their cumulative transferable CSU or UC GPA. Students may also need to calculate transferable GPA in a set of courses for their major.

HBCU TAG: Historically Black Colleges and University Transfer Admission Guarantee. Thanks to an agreement signed March 17, 2015 between the California Community Colleges and several HBCUs, California community college students who complete certain academic requirements are guaranteed transfer to a participating HBCU. Currently 35 institutions participate. For more information: <http://extranet.cccco.edu/HBCUTransfer.aspx>

MD: Doctor of Medicine

RPIE: Research, Planning and Institutional Effectiveness. The RPIE Student Characteristics Report available at: www.gcccd.edu/research-planning/student-characteristics.html

SARS: A scheduling system utilized by the Grossmont College Transfer Center to schedule student appointments, workshops, university representative visits. It is also used to track student visits for drop-in assistance and class visits/presentations. Counselor schedules are maintained in SARS.

SDEC: The San Diego Education Consortium is a non-profit partnership of regionally accredited colleges and universities in San Diego County working to promote higher education and lifelong learning to the general public and private organizations. For more information: <http://www.sandiegocolleges.info/>

SDSU: San Diego State University. Grossmont College is considered within SDSU's local service area for priority admission. For more information: www.sdsu.edu

SLOs: Student Learning Outcomes.

SSOs: Student Service Outcomes.

SSSP: Student Success and Support Program.

TAG: Transfer Admission Guarantee. Currently, six UC campuses offer Transfer Admission Guarantees to California Community College students. The campuses are: Davis, Irvine, Merced, Riverside, Santa Barbara and Santa Cruz. For more information: <http://admission.universityofcalifornia.edu/transfer/guarantee/> San Diego State University offers Transfer Admission Guarantees for a selection of their majors to students attending California Community Colleges in SDSU's local area who meet TAG criteria. For more information: <http://arweb.sdsu.edu/es/admissions/transfers/apply/pathways.html>

TCD: Transfer Center Director.

Transfer Center Guidelines: "This document, originating in April 1997 and most recently updated in 2014, continues to be a joint effort of the California Community College Transfer Center Directors and the California Community Colleges Chancellor's Office. The Chancellor's Office endorses the guidance provided in this document and encourages districts to implement the recommended strategies for strengthening the transfer process." For more information:

http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec_trans_guidelines_final_2014.pdf

UC: University of California. There are 10 UC campuses, 9 admit at the undergraduate level. For more information: <https://www.universityofcalifornia.edu/>

UC Info Center: The UC Info Center houses undergraduate admissions summary data, admissions by source school and other data tables. For more information: <https://www.universityofcalifornia.edu/infocenter>

UC TAG: University of California Transfer Admission Guarantee. The six UC campuses that offer TAG are: Davis, Irvine, Merced, Riverside, Santa Barbara and Santa Cruz. For more information: <http://admission.universityofcalifornia.edu/transfer/guarantee/>

UC TAP: University of California Transfer Admission Planner. UC TAP is an online tool to help prospective UC transfer students track and plan their coursework. The UC TAP tool is designed for use by students transferring from California community colleges, including those students who are seeking a Transfer Admission Guarantee (TAG) with one of the six participating UC campuses. For more information: <http://admission.universityofcalifornia.edu/transfer/transfer-admission-planner/index.html>

UCSD: University of California San Diego. For more information: www.ucsd.edu

ULink: University Link is a pathway to a premier four-year university by way of community college. It offers Grossmont College students who meet eligibility criteria guaranteed admission to UCSD. For more information: https://admissions.ucsd.edu/transfer/planning-ahead.html?_ga=2.177378533.1337563304.1522556453-868629758.1504581843

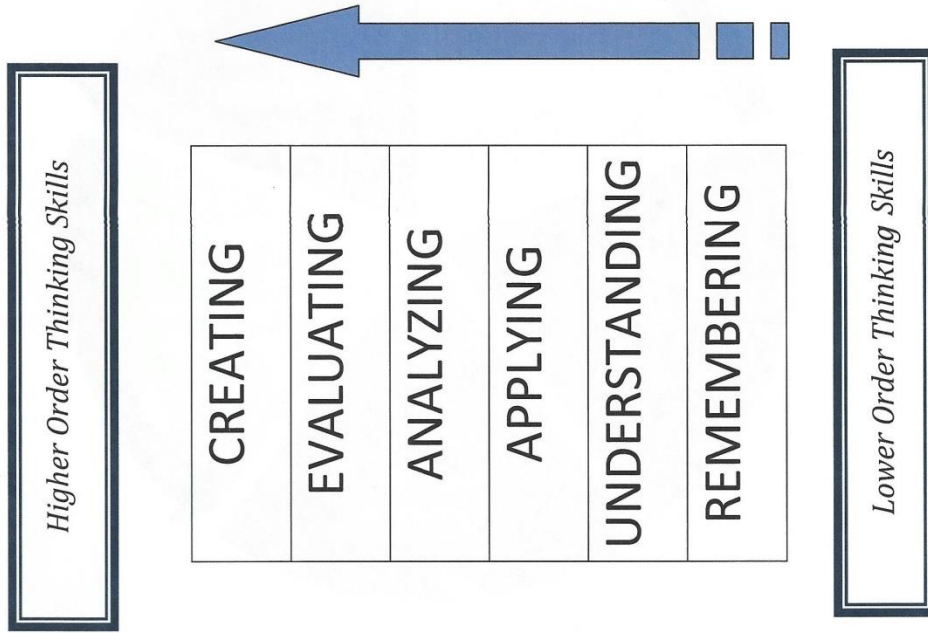
UMOJA: The Grossmont College UMOJA program is designed to support the persistence and retention of African/African American students toward defined educational goals. For more information: <https://www.grossmont.edu/student-services/offices-and-services/ecs-umoja/default.aspx>

WoW Week: Week of Welcome is hosted during the first week of each semester at Grossmont College to welcome students to campus and offers an introduction to campus resources and services.

Appendix B

SSO/SLO Documents

BLOOM'S TAXONOMY



Benjamin Bloom is best known for his taxonomy of learning objectives which examines three learning domains: cognitive, affective, and psychomotor. The taxonomy categorizes and orders thinking skills and objectives.

APPENDIX B: COMMON VERBS

ACTION WORDS FOR BLOOM'S TAXONOMY

KNOWLEDGE	UNDERSTANDING	APPLY	ANALYZE	EVALUATE	CREATE
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile (application)
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify

APPENDIX B: SLO/SSO CYCLE DIAGRAM



APPENDIX B: TRANSFER CENTER SSO/SLO ASSESSMENT TIMELINE

Year 1: 2016-2017	
SSO	Students utilizing the Transfer Center will receive information regarding choosing a college major and transfer institution and develop an educational plan.
SLO	Identify appropriate general education pattern and major prep to be used to build an educational plan. (Transfer Options Workshop)
SLO	Understand options for transfer to UC schools, the parts of an ed plan, UC transfer requirements, application deadlines, and transfer programs! (UC Transfer Options Workshop)
SLO	Understand options for transfer to CSU schools, the parts of an ed plan, UC transfer requirements, application deadlines, Associate Degree for Transfer--implications! (CSU Transfer Options Workshop)
Year 2: 2017-2018	
SSO	Students engaging the services of the Transfer Center will be able to analyze their transfer options (UC, CSU, private and/or out-of-state) including appropriate general education pattern and resources available for educational planning.
SLO	Demonstrate knowledge of the AA-T/AS-T degrees. (Associate Degree for Transfer Workshop)
SLO	Identify UC campuses that offer a TAG. (UC TAG Workshop)
SLO	Identify whether an AA-T/AS-T exists for their major or TAG or No TAG. (SDSU Critical Changes Workshop)
Year 3: 2018-2019	
SSO	Students will have access to a spectrum of services that respond to their needs, reflect quality of information, and are delivered with authentic care. (SSC Division)
SSO	Students who engage the services of the Transfer Center will understand the admission process for the four-year colleges and/or universities of their choice.
SLO	Understand the admission process for the California State University. (CSU Application Workshop)
SLO	Understand the admission process for the University of California. (UC Application Workshop)
SLO	Complete the SDSU Supplemental Application. (SDSU Supplemental Application Workshop)

APPENDIX B: TRANSFER CENTER PRE/POST WORKSHOP EVALUATION (SAMPLE)

Transfer Options Workshop SLO Pre-Evaluation

1. A student who is planning to transfer to UCSD should follow which general education pattern?
 - a. CSU GE Breadth (green sheet)
 - b. IGETC (white sheet)
 - c. AA/AS (blue sheet)
 - d. Any of the above
2. Which of the following websites can be used in transfer planning?
 - a. www.assist.org
 - b. www.csumentor.edu
 - c. admission.universityofcalifornia.edu
 - d. www.grossmont.edu/transfercenter
 - e. All of the above
3. What is the next step you will take in regards to your transfer plans?

Transfer Options Workshop SLO Post-Evaluation

1. A student who is planning to transfer to UCSD should follow which general education pattern?
 - a. CSU GE Breadth (green sheet)
 - b. IGETC (white sheet)
 - c. AA/AS (blue sheet)
 - d. Any of the above
2. Which of the following websites can be used in transfer planning?
 - a. www.assist.org
 - b. www.csumentor.edu
 - c. admission.universityofcalifornia.edu
 - d. www.grossmont.edu/transfercenter
 - e. All of the above
3. What is the next step you will take in regards to your transfer plans?

APPENDIX B: TRANSFER CENTER SSO DATA

16/17

Appointment Attendance Summary Report - Detail

7/1/2016 - 6/30/2017
 Short Name: ALL
 Schedule Code: CAVAIL

Appointment Status	Individual	Group
Appointments - Attended	1,496	0
Drop-ins	917	
Appointments - Unmarked	0	0
Appointments - Not Attended	229	0
Appointments - Cancelled	218	0
Appointment Slots Unfilled	144	

Reason Code Summary Report

By Reason Code Only
 7/1/2016 - 6/30/2017

Attendance: Attended Not Attended Not Marked Cancelled

Reason Code / Course	Description	Number of Student Contacts
AEP_SS09_A	Abbreviated education plan (1 semester)	117
BOTH_SS09_B	Comprehensive educ plan (Both AEP and CEP)	140
CEP_SS09_C	Comprehensive education plan (2 semesters or mor)	293
OFUED_SS11_3	Ed Planning follow-up	655

Total: 1205

Appendix C

Enrollment Data

APPENDIX C: RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS STUDENT CHARACTERISTICS

Student Characteristics: GROSSMONT COLLEGE - ALL SUBJECTS

Unique Headcount by Enrollment Status (Spring 2011 to Spring 2015)

	2011 - Spring		2012 - Spring		2013 - Spring		2014 - Spring		2015 - Spring		5 Year Total and Percent	
New GCCCD Student	2700	13%	1986	11%	2021	11%	2015	11%	2209	12%	10931	12%
Current HS Student	313	2%	318	2%	218	1%	240	1%	276	1%	1365	1%
Continuing/Returning Student	17212	85%	16529	88%	16120	88%	16437	88%	16151	87%	82449	87%
Column Total	20225	100%	18833	100%	18359	100%	18692	100%	18636	100%	94745	100%

Unique Headcount by Course-Taking Pattern (Spring 2011 to Spring 2015)

	2011 - Spring		2012 - Spring		2013 - Spring		2014 - Spring		2015 - Spring		5 Year Total and Percent	
Day	11615	57%	11162	59%	11100	60%	11450	61%	11777	63%	57104	60%
Both	6181	31%	5498	29%	5393	29%	5255	28%	5045	27%	27372	29%
Night	2429	12%	2173	12%	1866	10%	1987	11%	1814	10%	10269	11%
Column Total	20225	100%	18833	100%	18359	100%	18692	100%	18636	100%	94745	100%

Unique Headcount by Educational Goal (Spring 2011 to Spring 2015)

	2011 - Spring		2012 - Spring		2013 - Spring		2014 - Spring		2015 - Spring		5 Year Total and Percent	
Transfer	12298	61%	12368	66%	12642	69%	13147	70%	13255	71%	63710	67%
Assoc w/o Transfer	2323	11%	2146	11%	1993	11%	1952	10%	1866	10%	10280	11%
Voc Ed Degree/Cert w/o Transfer	595	3%	477	3%	470	3%	477	3%	525	3%	2544	3%
Acquire/Update Job Skills	1226	6%	881	5%	760	4%	717	4%	693	4%	4277	5%
Complete HS Credits	112	1%	105	1%	97	1%	84	0%	105	1%	503	1%
Improve Basic Skills	271	1%	186	1%	137	1%	148	1%	159	1%	901	1%
Maintain Certificate/License	143	1%	94	0%	77	0%	64	0%	62	0%	440	0%
Educational Development	436	2%	315	2%	263	1%	256	1%	259	1%	1529	2%
Move from Non-Cr to Cr	5	0%	4	0%	6	0%	9	0%	12	0%	36	0%
4-year College Student	967	5%	755	4%	633	3%	600	3%	543	3%	3498	4%
Undecided	1841	9%	1497	8%	1279	7%	1235	7%	1157	6%	7009	7%
Uncollected/Not Reported	3	0%	2	0%	0	0	1	0%	0	0	6	0%
Column Total	20220	100%	18830	100%	18357	100%	18690	100%	18636	100%	94733	100%

Course Success Rate by Course Method (Spring 2011 to Spring 2015)

		2011 - Spring		2012 - Spring		2013 - Spring		2014 - Spring		2015 - Spring		5 Year Total and Percent	
100% Online	Success	3315	56.2%	2964	57.0%	3067	56.1%	3176	54.7%	3927	56.0%	16449	56.0%
	No Success	932	15.8%	867	16.7%	909	16.6%	1064	18.3%	1300	18.5%	5072	17.3%
	Withdrew	1650	28.0%	1365	26.3%	1493	27.3%	1565	27.0%	1790	25.5%	7863	26.8%
	Column Total	5897	100.0%	5196	100.0%	5469	100.0%	5805	100.0%	7017	100.0%	29384	100.0%
50% or more Online	Success	429	66.3%	392	74.2%	288	63.0%	316	70.2%	373	68.4%	1798	68.4%
	No Success	88	13.6%	51	9.7%	95	20.8%	69	15.3%	89	16.3%	392	14.9%
	Withdrew	130	20.1%	85	16.1%	74	16.2%	65	14.4%	83	15.2%	437	16.6%
	Column Total	647	100.0%	528	100.0%	457	100.0%	450	100.0%	545	100.0%	2627	100.0%
49% or less Online	Success	478	55.9%	402	53.7%	414	56.2%	421	61.5%	384	59.1%	2099	57.1%
	No Success	178	20.8%	169	22.6%	163	22.1%	117	17.1%	109	16.8%	736	20.0%
	Withdrew	199	23.3%	177	23.7%	159	21.6%	147	21.5%	157	24.2%	839	22.8%
	Column Total	855	100.0%	748	100.0%	736	100.0%	685	100.0%	650	100.0%	3674	100.0%
Lecture/Lab	Success	34132	68.3%	32352	70.6%	32738	70.1%	32678	70.2%	31799	71.2%	163699	70.1%
	No Success	7324	14.7%	6356	13.9%	6537	14.0%	6618	14.2%	5972	13.4%	32807	14.0%
	Withdrew	8506	17.0%	7088	15.5%	7428	15.9%	7254	15.6%	6899	15.4%	37175	15.9%
	Column Total	49962	100.0%	45796	100.0%	46703	100.0%	46550	100.0%	44670	100.0%	233681	100.0%
Other	Success	202	81.8%	144	79.8%	139	88.5%	142	79.8%	94	86.2%	721	82.7%
	No Success	15	6.1%	10	5.5%	5	3.2%	9	5.1%	7	6.4%	46	5.3%
	Withdrew	30	12.1%	27	14.9%	13	8.3%	27	15.2%	8	7.3%	105	12.0%
	Column Total	247	100.0%	181	100.0%	157	100.0%	178	100.0%	109	100.0%	872	100.0%

www.gcccd.edu/research-planning/student-characteristics.html

Appendix D

Student Success Data

APPENDIX D: CCCCO DATA MART IN STATE PRIVATE/OUT-OF-STATE DATA



Home Students Courses Student Services Outcomes Faculty & Staff

You are here : Data Mart > Outcomes > Student Transfer Volume to ISP/OOS

Transfer Volume to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions Report - Parameter Selection Area

Select State-District-College:
 Select District-College:
 Select Transfer Year:
 Select Segment:

Export To ->

Excel CSV Text

Records Per Page:

Simple Layout Advanced Layout

Transfer Volume to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions Report - Data & Format Area

Report Area

Student Transfer Volume to ISP/OOS						
	2011-2012 Transfer Count	2012-2013 Transfer Count	2013-2014 Transfer Count	2014-2015 Transfer Count	2015-2016 Transfer Count	2016-2017 Transfer Count
Grossmont Total	613	536	507	414	465	431
In-State-Private (ISP)	302	235	187	156	174	165
Out-of-State (OOS)	311	301	320	258	291	266

Report Format Selection Area - Check field to include in the report

Row Options

District Name College Name Institution Name

Notes & Links

* For description and methodology, please [click here](#) .

* Volume of transfers to CSU ([CSU Analytic Studies](#))

APPENDIX D: CSU DATA ANALYTICS CALIFORNIA COMMUNITY COLLEGE TRANSFERS BY INSTITUTION OF ORIGIN

1/19/2018

Community College Transfers By Ethnic Group



- Students
- Faculty & Staff
- Teaching & Learning
- Administration
- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

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California Community College Transfers By Institution of Origin.

 Download Data
28,783 KB

Community College District	Grossmont-Cuyamaca Community...
Systemwide Discipline Division	(All)
CSU Concentration Name	(All)
Ethnic Group Description	All selected
Sex Code	(All) ▼
CSU Campus	All selected <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	176	196	349	141	227	226	247	241	291	2,094
Grossmont College	679	764	1,154	475	665	689	763	749	718	6,656
Grand Total	855	960	1,503	616	892	915	1,010	990	1,009	0 8,750

California Community College Transfers By Institution of Origin.



Community College District	Grossmont-Cuyamaca Community...
Systemwide Discipline Division	(All)
CSU Concentration Name	(All)
Ethnic Group Description	African Am...
Sex Code	(All) ▾
CSU Campus	All selected <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	12	12	17	4	8	15	11	8	14	101
Grossmont College	31	33	60	15	21	18	35	32	32	277
Grand Total	43	45	77	19	29	33	46	40	46	0 378



- Students
- Faculty & Staff
- Teaching & Learning
- Administration
- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

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California Community College Transfers By Institution of Origin.


Download Data
28,783 KB

Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>
Systemwide Discipline Division	<input type="text" value="(All)"/>
CSU Concentration Name	<input type="text" value="(All)"/>
Ethnic Group Description	<input type="text" value="American I..."/>
Sex Code	<input type="text" value="(All) ▼"/>
CSU Campus	<input type="text" value="All selected"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	1	2			1	1			1	6
Grossmont College	4	4	3	4	2	2	2	1	1	23
Grand Total	5	6	3	4	3	3	2	1	2	0 29



- Students
- Faculty & Staff
- Teaching & Learning
- Administration
- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

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California Community College Transfers By Institution of Origin.


Download Data
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Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>
Systemwide Discipline Division	<input type="text" value="(All)"/>
CSU Concentration Name	<input type="text" value="(All)"/>
Ethnic Group Description	<input type="text" value="Asian Ame..."/>
Sex Code	<input type="text" value="(All) ▼"/>
CSU Campus	<input type="text" value="All selected"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	14	2	5	1	10	7	8	12	12	71
Grossmont College	50	48	105	35	49	54	70	72	71	554
Grand Total	64	50	110	36	59	61	78	84	83	0 625



- Students
- Faculty & Staff
- Teaching & Learning
- Administration
- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

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California Community College Transfers By Institution of Origin.



Download Data
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Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>
Systemwide Discipline Division	<input type="text" value="(All)"/>
CSU Concentration Name	<input type="text" value="(All)"/>
Ethnic Group Description	<input type="text" value="Hispanic"/>
Sex Code	<input type="text" value="(All) ▼"/>
CSU Campus	<input type="text" value="All selected"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	32	40	97	34	60	52	81	77	94	567
Grossmont College	90	146	216	96	140	156	168	201	190	1,403
Grand Total	122	186	313	130	200	208	249	278	284	0 1,970

California Community College Transfers By Institution of Origin.


Download Data
28,783 KB

Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>
Systemwide Discipline Division	<input type="text" value="(All)"/>
CSU Concentration Name	<input type="text" value="(All)"/>
Ethnic Group Description	<input type="text" value="Non-Resid..."/>
Sex Code	<input type="text" value="(All) ▼"/>
CSU Campus	<input type="text" value="All selected"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	6	8	1	6	4	4	7	2	14	52
Grossmont College	59	49	55	68	74	58	55	60	48	526
Grand Total	65	57	56	74	78	62	62	62	62	0 578



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- Students
- Faculty & Staff
- Teaching & Learning
- Administration
- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

California Community College Transfers By Institution of Origin.


Download Data
28,783 KB

Community College District	Grossmont-Cuyamaca Community...
Systemwide Discipline Division	(All)
CSU Concentration Name	(All)
Ethnic Group Description	Pacific Isla...
Sex Code	(All) ▼
CSU Campus	All selected <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	2	1	2				1	1	2	9
Grossmont College	14	7	2	3	6	3	2	3	2	42
Grand Total	16	8	4	3	6	3	3	4	4	0 51



- Students
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California Community College Transfers By Institution of Origin.



Download Data
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Community College District	Grossmont-Cuyamaca Community...
Systemwide Discipline Division	(All)
CSU Concentration Name	(All)
Ethnic Group Description	Two or Mo...
Sex Code	(All) ▾
CSU Campus	All selected <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College			13	5	13	9	14	14	15	83
Grossmont College			59	26	40	32	30	33	45	265
Grand Total	0	0	72	31	53	41	44	47	60	0 348



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California Community College Transfers By Institution of Origin.


Download Data
28,783 KB

Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>
Systemwide Discipline Division	<input type="text" value="(All)"/>
CSU Concentration Name	<input type="text" value="(All)"/>
Ethnic Group Description	<input type="text" value="Unknown"/>
Sex Code	<input type="text" value="(All) ▼"/>
CSU Campus	<input type="text" value="All selected"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	20	33	29	14	10	24	13	19	10	172
Grossmont College	87	137	115	47	55	60	62	54	51	668
Grand Total	107	170	144	61	65	84	75	73	61	0 840



- Students
- Faculty & Staff
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- Alumni, Parents & Donors
- Business, Community & Gov't
- Public Affairs

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California Community College Transfers By Institution of Origin.



Download Data
28,783 KB

Community College District	<input type="text" value="Grossmont-Cuyamaca Community..."/>	
Systemwide Discipline Division	<input type="text" value="(All)"/>	
CSU Concentration Name	<input type="text" value="(All)"/>	
Ethnic Group Description	<input type="text" value="White, Non..."/>	
Sex Code	<input type="text" value="(All) ▼"/>	
CSU Campus	<input type="text" value="All selected"/>	<input type="button" value="Submit"/> <input type="button" value="Reset"/>

Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Cuyamaca College	89	98	185	77	121	114	112	108	129	1,033
Grossmont College	344	340	539	181	278	306	339	293	278	2,898
Grand Total	433	438	724	258	399	420	451	401	407	0 3,931

APPENDIX D: SDSU NEW UPPER DIVISION TRANSFER PROFILE

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	Apps	Admits	Enrl	Apps	Admits	Enrl	Apps	Admits	Enrl	Apps	Admits	Enrl	Apps	Admits	Enrl
CUYAMACA COLLEGE	382	231	192	398	241	204	415	241	203	457	291	243	429	230	201
GROSSMONT COLLEGE	1,205	659	531	1,280	661	581	1,274	631	527	1,187	653	536	1,332	698	564
IMPERIAL VALLEY COLLEGE	153	71	62	207	81	74	180	67	52	189	80	63	216	83	58
MARIC COLLEGE	3	0		1	0		1	0		2	1				
MIRACOSTA COLLEGE	452	156	97	477	118	84	528	127	82	511	136	79	461	109	78
PALOMAR COLLEGE	682	202	141	708	138	93	673	151	117	667	160	111	607	145	111
SAN DIEGO CITY COLLEGE	518	272	220	589	276	237	618	290	235	674	342	265	723	350	268
SAN DIEGO COMMUNITY COLLEGE..							3	1	1	2	1	1	1	1	1
SAN DIEGO MESA COLLEGE	1,257	659	520	1,285	561	484	1,454	678	550	1,478	725	574	1,490	679	518
SAN DIEGO MIRAMAR COLLEGE	438	223	186	438	204	167	516	245	202	545	259	202	549	267	207
SOUTHWESTERN COLLEGE	1,007	556	457	1,053	498	428	1,281	597	479	1,260	616	481	1,207	553	443
Grand Total	6,097	3,029	2,406	6,436	2,778	2,352	6,943	3,028	2,448	6,972	3,264	2,555	7,015	3,115	2,449
SD County	6,063	2,984	2,365	6,374	2,717	2,296	6,911	2,982	2,414	6,905	3,203	2,504	6,918	3,043	2,396
San Diego Campus	20,099	5,127	3,392	21,194	3,906	2,929	22,394	4,610	3,218	22,849	5,242	3,429	22,824	4,628	3,068

APPENDIX D: UC INFO CENTER FULL YEAR TRANSFERS BY COLLEGE

Full Year Transfers by College See download instructions below

Search for a college
Contains "grossmont"

School Name	City	County	Campus	Academic Yr		All	African American	American Indian	Hispanic/Latino	Asian	White	Domestic Unknown	International
GROSSMONT COLLEGE	El Cajon	San Diego	Universitywide	2016-17*	app	296	23		78	37	120		26
					adm	199	13		44	30	85		21
					enr	154	11		32	22	70		15
				2015-16	app	280	14	5	71	42	104	12	32
					adm	177	4	3	44	26	74	8	18
					enr	142	3	3	37	21	61	5	12
				2014-15	app	264	9		60	42	125		13
					adm	171	4		37	28	84		7
					enr	133	3		24	20	71		5
				2013-14	app	260	20		59	29	102		33
					adm	165	7		35	18	65		27
					enr	141	4		29	17	59		21
				2012-13	app	248	16		44	30	122		27
					adm	185	9		38	22	89		23
					enr	138	6		26	19	66		18
				2011-12	app	345	15		72	49	164		31
					adm	231	7		40	39	108		27
					enr	195	7		33	32	92		23
				2010-11	app	328	24		45	39	148		40
					adm	264	14		35	33	122		34
					enr	180	12		20	19	90		24
				2009-10	app	323	10	6	48	45	126	53	35
					adm	251	7	5	36	29	105	42	27
					enr	166	4	3	26	22	67	23	21
2008-09	app	286	12		41	36	124		36				
	adm	236	6		32	33	108		29				
	enr	184	4		24	28	83		22				
2007-08	app	248	8		33	24	124		25				
	adm	211	6		29	21	104		22				
	enr	165	5		23	18	85		12				

Schools with fewer than five applicants are not shown. Admits and enrollees fewer than 3 are not shown.
Counts by ethnicity may be masked to protect student privacy.
*Fall data only

Appendix E

Checklist Documentation

APPENDIX E: SLO COORDINATOR EMAIL

The screenshot shows an Outlook window titled "Transfer Center Program Review - Message (HTML)". The interface includes a ribbon with "FILE" and "MESSAGE" tabs, and a ribbon menu with various actions like "Ignore", "Delete", "Reply", "Forward", "Meeting", "To Manager", "Done", "Create New", "Move", "OneNote", "Actions", "Assign Policy", "Mark Unread", "Categorize", "Follow Up", "Translate", "Find", "Related", "Select", and "Zoom".

Wed 4/4/2018 10:24 AM
Joan Ahrens
Transfer Center Program Review
To: Sarah Moore

Dear Sarah,

This email is to confirm that we met to discuss the SSO/SLO plan for the Grossmont College Transfer Center. Specifically, we met to discuss how to conduct meaningful assessments and how to use the results for continuous quality improvement. We also discussed your concern that the data collected thus far may not be specific enough, so we focused on how this issue can be addressed in an analysis for program review. The Student Services Division has a new division-wide SSO, and the Transfer Center will be adapting assessment tools aligned with this new SSO.

Sincerely, Joan

Joan Ahrens, Ed.S.
English Professor
Project Success Learning Communities Coordinator
SLO Coordinator

APPENDIX E: PROGRAM REVIEW PRESENTATION POWERPOINT



TRANSFER CENTER | Program Review Presentation Spring 2018

1

TRANSFER CENTER MISSION


The Transfer Center provides resources, information and support to assist students in identifying and achieving their transfer goals. Integral to that effort is the recognition that underprepared and/or underrepresented students may need additional encouragement to realize their transfer potential and options available to them.

(PR 1.1, pg. 7)

Outreach	Additional encouragement
Engagement	Identifying transfer goals
Retention	Achieving transfer goals

2

STUDENTS WE SERVE



All students interested in transfer to CSU, UC, Private, Out-of-State and International colleges and universities:

- Basic skills students
- Undecided students
- College prepared, transfer focused students
- Recent high school graduates
- Re-entry students
- Military veterans
- International students
- Immigrants
- University Link participants

In spring 2015, 13,255 students attending Grossmont College had reported at the time of application that their educational goal was to transfer, totaling 71% of the student population.


(PR 2.2, pg. 9)

3

IDENTIFYING & RESPONDING TO STUDENT NEEDS


What are the needs of our transfer student population?
 What resources are available to address those needs?
 At what time should these resources be accessed?

(PR 2.2, pg. 9 and 2.3, pgs. 9-10)




4

NEW TO IDEA OF TRANSFER (1ST YEAR)

<p>Needs</p> <ul style="list-style-type: none"> Transfer planning: opportunities Decision making: major/career goals Explore university options (which schools offer major) Understand importance of GPA 	<p>Services/Resources</p> <ul style="list-style-type: none"> Academic, career, personal counseling appointments Walk-in/Drop-in assistance Workshops: Transfer Options, CSU Transfer Options, UC Transfer Options Resource library (book of majors...) and website navigation assistance (assist, collegesource...) Referrals to resources (i.e. Career Center, COUN 110/120/130)
---	---

5

MIND SET ON TRANSFER (1ST AND/OR 2ND YEAR)

<p>Needs</p> <ul style="list-style-type: none"> Identify appropriate transfer pathway and eligibility requirements <ul style="list-style-type: none"> - ADT (CSU website, events) - TAG (SDSU/UC website) - SDSU Transfer Pathways - UC Transfer Pathways Ed planning assistance Understanding minimum eligibility vs. being competitive GPA calculation assistance Transfer exploration (financial aid, related costs, courses required/recommended) Pre-professional advising 	<p>Services/Resources</p> <ul style="list-style-type: none"> Academic, career, personal counseling appointments Walk-in/Drop-in assistance Workshops: ADT, CSU and UC Transfer Options, Preparing for Medical/Pharmacy School, SDSU Transfer Pathways, Ready to Transfer! Resource library: university materials University rep appointments/tabling Fall transfer fair Bus trips 
---	---

6

APPENDIX E: PROGRAM REVIEW PRESENTATION POWERPOINT

APPLICATION TIME (FALL/SPRING PRIOR TO TRANSFER)

Needs

Planning for application process
 Transferable GPA calculation
 Is now the right time?
 TAG application (which TAG?)
 Decision making re # of applications
 Application assistance
 Letters of recommendation

Services/Resources

Academic, career, personal counseling appointments
 University rep appointments/tables
 Application assistance: Cal State Apply, University of California, Common App
 Application workshops (UC TAG, CSU, UC) / Drop-in assistance
 Resource library: dates and deadline
 Fall transfer fair
 Bus trips

7

DECISION TIME (SPRING/SUMMER PRIOR TO TRANSFER)

Needs

Application updates/supplemental applications
 Decision making: where to go?
 Direction re next steps
 Letters of recommendation
 Transferable GPA calculation

Services/Resources

Academic, career, personal counseling appointments
 Workshops: SDSU Supplemental
 Walk-in/Drop-in assistance
 If admitted: transcript information, next steps/admit workshops, WPA info session, appointments, drop-in, bus trips, transfer achievement celebration
 If denied: support determining reason for denial, 1 get denied workshops, appointments, appeal assistance, continued planning/options, spring transfer fair



8

INTERNAL CHALLENGES



Counselor to Student Ratio (13,255 students with goal of transfer)
 Adjunct vs. Full-time support
 Email system: utilize UC TAP
 Tracking system: ability to track students served via phone, email, outreach events
 (PR 3.8, pgs. 17-19 and PR 4.3, pgs. 23-24)

9

EXTERNAL CHALLENGES

Inconsistent Policies/Practices:
 - Definition of "local"
 - In SDSU for ADT pathway "local" defined by where student earned ADT for General pathway by where student took units
 - In CSU San Marcos "local" defined by last 12 units at Palomar, MiraCosta or Mt San Jacinto
 - ADT/Cal State Apply
 - Example Do not use for Business Marketing at SDSU, but if applying to CSU/SU as local, make sure to indicate an application
 - UC TAG/Non-MOU
 - Eligibility criteria vary by campus and major
 Understanding AA vs. AS vs. AA-T vs. AS-T (aka ADT); marketing challenge
 UC Transfer Pathways/SDSU Transfer Pathways
 Assist Next Gen delayed again! Info on various webinars rather than comprehensive site.
 State looking to increase transfer, but where will they go?
 (PR 3.8, pgs. 17-19 and PR 4.3, pgs. 23-24)

10

SCENARIO: SDSU COMMUNICATION MAJOR

Communication Applied

ADT or General Pathway
 ADT Priority (Tier system)
 Math Requirement
 Minimum GPA considered: 2.75
 Fall 2015 competitive GPA: 3.32
 Fall 2018 data: admitted 42 local adt

Communication Liberal

General Pathway
 TAG Like Criteria (100% local priority)
 Language Requirement
 Minimum GPA considered: 2.75
 Fall 2015 competitive GPA: 2.80
 Fall 2018 data: admitted 57 with greater than or equal to 50% local

Health Communication * ADT or General Pathway * ADT Priority * 2.75 min GPA considered * Fall 2015 local 2.66; non local 3.0 * Fall 2018 redirected 3 local and 3 non-local

11

SCENARIO: STUDENT APPLYING TO SDSU AND CSUSM

Applying to Business

CSUSM: local = take 12 units at Palomar, MiraCosta, Mt San Jacinto and/or ADT from one of the three colleges
 SDSU: Business General or Financial Services, get ADT from SDSU local area CCC, units at Palomar or MiraCosta ok
 SDSU: Business Accounting, Finance, Marketing, Management,...100% local area units, units at Palomar or MiraCosta NOT ok
 Local consideration at both campuses? Only if apply to SDSU with ADT for Business General or Financial Services and take 12 units at Palomar or MiraCosta to be considered local by San Marcos...Guess what! It's changing with Fall 2019 admissions!

12

APPENDIX E: PROGRAM REVIEW PRESENTATION POWERPOINT

SUCCESSES

Outreach Efforts: Class Visits, Open House, Adult Re-entry, Parent Night, Visjon Tribal Education Center visit, Got Planes!, Student Success Fair... (PR 4.2, pg. 22)

Timely Response to Student Needs: GPA Calculation assistance added to Transfer Options workshop, Cal State Apply increase # workshops available, SDSU Critical Changes to SDSU Transfer Pathways (PR 5.2, pg. 26)

Transfer Fair: Increase in College/University attendance (Fall: 47 to 52 to 56; Spring: 25 to 26 to 29) (PR 7.1, pg. 30)

Transfer Center Materials: Preparation Packets for Application Workshops (PR 4.2 pg. 23 and Appendix I); Transfer Workshop Referral Guide (purple handout)

Transfer Achievement Celebration: Re-invented as Open House (PR 3.2, pg. 15; 3.4, pg. 17, 8.7, pg. 39; Appendix H, pg. 99)



To the Transfer Department Counselors: "Thank you very much for all the help & support you have all given me. You have my step closer to my dream! SDSU 2016"

13

NEEDS FOR SERVICE EXPANSION

13,255 GC Students with Transfer Goal!

Counseling Support: Currently 1 TCD/Counselor, 7 adjunct counselors

Staffing Support: Currently 1 SSS, 5 Work Study

Office Space: Currently 3 offices (129 hours/week; 2064/16 weeks)

Workshop Space: Currently use Transfer Center Lobby (2 tables, 8 chairs, 4 computers)

Computer Lab: Currently use Tech Mall or Bldg 55

Time: Class Visits, Instructional Division/Department Meetings, Training...

Budget Reflective of Spending Actuals: Current budget \$19,427/year for adjunct salary (if utilize two adjunct office spaces to capacity approximate cost per week \$5488); bus trips; transfer achievement celebration

(PR 4.2-4.3, pg. 22-24 and PR 8.3-8.7, pgs. 36-39)

And...

14

ADDITION OF NEW STRATEGIES AT GROSSMONT

COUN 150

Transfer Success Course

Topics include, but not limited to:

- * Transfer process
 - * Selection of major
 - * Student support services
 - * Overview of university systems
 - * Clarification of educational goal
 - * Research of application timelines and procedures
- (PR 3.2, pg. 14; 3.8, pg. 19; 8.7, pg. 39)

15

THANK YOU FROM OUR TEAM!

Program Review Contributors

Sarah Moore, Transfer Center Director/Counselor

Dana Mints, Student Services Specialist

Suzanne McPherson, Adjunct Counselor

Anne Nelson, Adjunct Counselor



16

APPENDIX E: STUDENT SERVICES PROGRAM REVIEW DEPARTMENT/PROGRAM “HIGHLIGHTS”

Student Services Program Review Department/Program “Highlights”

<p>Mission</p> <p>The Transfer Center provides resources, information and support to assist students in identifying and achieving their transfer goals. Integral to that effort is the recognition that underprepared and/or underrepresented students may need additional encouragement to realize their transfer potential and options available to them.</p>
<p>Services</p> <p>Transfer Center services are designed and implemented to meet the needs of students at all stages in the transfer process.</p> <p><i>For Students:</i> counseling appointments (academic, career, and personal counseling) to address decision making, education planning, associate degree and transfer requirements; drop-in counseling; walk-in assistance; workshops on transfer related topics; transfer fairs; university representative visits (information tabling, appointments and workshops/information sessions); bus trips; resource library (college and university materials and reference handbooks); class visits/tours; pre-professional advising; application assistance (TAG, admission and supplemental application updates); transferable GPA calculation; TC website; Transfer Achievement Celebration; tabling at outreach events; materials for student use in the transfer planning and application process; letters of recommendation; assistance with next steps in the admission process; understanding Transfer Admission Guarantee eligibility criteria</p> <p><i>For Faculty/Staff/Administrators:</i> The Transfer Center Director provides weekly updates to Counseling Division/Department; offers professional development sessions; trains counseling faculty; disseminates communications received from off-campus sources including SDSU, CSUSM, UCSD, CCCC, UCOP, CSUCO; serves as point of contact for transfer related questions; designs class assignments/extra credit activities with transfer focus</p> <p><i>For University Representatives:</i> assistance with coordination of campus visits for information tabling, presentations to counseling faculty, student information sessions and workshops, and Transfer Fair attendance; meetings to thoroughly review and understand admission policy and practices in preparation for dissemination</p>
<p>Current Staffing</p> <p>Transfer Center Director/Counselor (1); Student Services Specialist (1); Adjunct Counselors (7 spring 2018); Student Workers/Work Study (5 spring 2018)</p>
<p>Profile of Students Served</p> <p>The Transfer Center serves all students, including: basic skills students, undecided students, and college prepared, transfer focused students. Our student population includes recent high school graduates, re-entry students, military veterans, international students and immigrants pursuing transfer to California State University, University of California, private and out-of-state colleges and universities. (See Section 3.1 for data outlining the number of students transferring to UC, CSU, private and out-of-state institutions.) Most recently, 13,255 students of the students attending Grossmont College had reported at the time of application that their educational goal was to transfer, totaling 71% of the student population. (RPIE Spring 2015, see Appendix C) The Transfer Center provides counseling services for students participating in University Link (a program offered by UCSD that guarantees admission to low-income students, veterans and foster youth who meet eligibility criteria).</p>
<p>SSO/SLOs</p> <p><i>Student Services Division SSO:</i> Students will have access to a spectrum of services that respond to their needs, reflect quality of information, and are delivered with authentic care. Per SSC, need to discuss further 3/5/18</p> <p><i>Transfer Center SSO:</i> Students utilizing the Transfer Center will receive information regarding choosing a college major and transfer institution and develop an educational plan.</p> <p><i>Transfer Options Workshop SLO:</i> Identify appropriate general education pattern and major prep to be used to build an educational plan. For complete list: See Appendix B, Transfer Center SSO/SLO Assessment Timeline, page 53</p>
<p>Program Goals</p> <p>1-Provide outreach services to a minimum of 5000 students per year to build awareness of Transfer Center resources. 2-Make presentations to departments offering Associate Degrees for Transfer.</p>

APPENDIX E: STUDENT SERVICES PROGRAM REVIEW

DEPARTMENT/PROGRAM “HIGHLIGHTS”

3-Pursue addition of COUN 150: Transfer Success to Counseling Department course offerings.
4-Establish regular funding for annual Transfer Achievement Celebration Open House.
<u>Current successes:</u> 2016-2017 staffing allowed for 124 workshops to be offered and 1,376 students served compared with 641 students served in 33 workshops in 2012-2013. Of the 1,496 appointments in academic year 2016-2017, 80.5% of the students served received direct education planning assistance (Appendix B). The number of students transferring has increased to 1,303 in 2016-2017 (See Appendix D). Of special note: Grossmont College regularly leads Region 10, and therefore the state, in transfer rates to SDSU (Appendix D)!
<u>Works-in-progress:</u> Revise SSOs/SLOs to be specific and measurable; assessment will follow established timeline
<u>For the future:</u> Plan for improved data collection (it was recommended to determine how many of the students that transfer each year receive services from the Transfer Center); train counselors and students on Assist Next Gen; continue to work with the Chancellor's Office on suggestions for improvement with Cal State Apply; develop COUN 150 Transfer Success; continue to advocate for improved student email system

Collaboration strengths and potential partnerships
<u>Examples of collaboration within Student Services:</u> The Transfer Center coordinates with Assessment to utilize the testing lab for transfer workshops. Collaboration with ARC Counselor is valuable in providing SDSU Writing Proficiency Assessment Information Sessions for students admitted to SDSU. Working with Admissions & Records/Evaluations led to an established process for ADT verification, including eVerify and paper verification of Associate Degrees for Transfer. Partnering with General Counseling to address staffing needs has been critical to programming success.
<u>Examples of collaboration in response to student need:</u> The Transfer Center identified groups that are disproportionately impacted and has addressed these populations by presenting at adult re-entry orientations, collaborating with Puente and UMOJA (support the work of Puente/UMOJA through frequent contact with coordinators and inviting coordinators to participate in application workshops, classified staff supported Puente program by serving as a Mock Interviewer), hosting and facilitating HBCU workshops during Black History Month and special presentations at Fall Fair. The Transfer Center has partnered with UMOJA to sponsor bus trips to UCSD. The Transfer Center has also collaborated with Outreach and the Cross Cultural Studies department to host the Viejas Tribal Education Center campus tour and presentation for prospective American Indian students. (See Appendix H)
<u>Examples of collaboration with partners outside of Grossmont College:</u> Vital to the success of our transfer students is the partnership between the TCD, University, and Counseling Faculty. Information needed to navigate the transfer process (such as SDSU Transfer pathways, admission guarantee policies, definition of "local" priority) is shared by the University to the TCD. The TCD then disseminates this information to all Counseling Faculty for use in counseling students. (For specific examples see powerpoint slides 11 and 12 in Appendix E page 74) Also of benefit has been the participation of the TCD as the Region X Rep to the CCCCCO, especially with regards to troubleshooting Cal State Apply.

Resource Needs
<u>Counseling Support:</u> There are times throughout the year when appointments fill so quickly; we are unable to meet the demand with the number of direct student counseling hours available. Individual counseling appointments are critical to address the complexities of the transfer process (SDSU and CSUSM "local" priorities; SDSU Transfer Pathways—ADT, TAG, and General; admission tiers; UC Transfer Pathways; UCSD University Link; UC TAG; AA vs. AS vs. AA-T vs. AS-T; ADT priority/marketed as guarantee; planning for admission to multiple universities as transfer rates become more competitive. Additional support will allow for additional class visits, presentations to instructional divisions and department meetings further spreading transfer awareness.
<u>Professional Development Funding:</u> Provide opportunity for adjunct counselors to attend conferences/training to address the complexities of the transfer process. Professional development funding for classified staff is also needed.
<u>Office Space:</u> 3 offices available in Transfer Center; that is approximately 2064 appointments over a 16 week period.
<u>Dedicated Computer Lab/Workshop Space:</u> Last fall we offered two CSU application workshops per day Monday thru Thursday and one on Fridays with seats available in each for approximately 20-25 students, rsvp's reached capacity. Dedicated lab space would improve scheduling, allow for additional drop-in application assistance, and permit expansion of other transfer workshops to include hands-on activities (TAG, Transfer Pathways, UCTAP, etc.)
<u>Budget Reflective of Spending Actuals:</u> Current budget \$19,427/year for adjunct salary (if utilize two adjunct office spaces to capacity approximate cost per week \$5486); bus trips; Transfer Achievement Celebration
<u>Email System:</u> To contact and inform students of transfer resources/important dates/upcoming events. (See Program Review section 8.7 page 41)

Appendix F

Transfer Center Administrative Documents

APPENDIX F: TRANSFER CENTER PLAN

Required Services Goals:

- The Transfer Center will provide resources, information and support to assist students in identifying and achieving their transfer goals. Key services include: walk-in assistance, counseling appointments, drop-in counseling, workshops, transfer fairs, university representative visits, bus trips and a resource library.
- Develop workshops in response to student needs. (For example: Transfer Ready? Workshop)
- Provide outreach services to a minimum of 5000 students per year to build awareness of Transfer Center resources.
- Make presentations to departments offering Associate Degrees for Transfer.

Facilities Goals:

- Update the Transfer Center website regularly.
- Host open house during WoW Week to promote transfer center functions and make space more readily identifiable.
- Invite instructional faculty for class tours of Transfer Center space.
- Identify dedicated workshop space in the form of a computer lab with 20-25 seats with computers at each.
- Remove fabric covered panel and glass panel from front desk student worker station to allow for visibility and accessibility of services.

Staffing Goals:

- Hire adjunct counselors to provide direct student contact services in each of the available offices during all building office hours.
- Two full-time counselor positions to reduce student to counselor ratio.
- Professional development funds for counseling faculty (including adjunct) to attend transfer related conferences.

Transfer Advisory Committee Goals:

- Review the Transfer Center Mission Statement on a yearly basis. Make revisions as needed.
- Review and revise SSOs and SLOs during three-year Program Review cycle.
- Examine the Transfer Center Plan and make necessary updates.

Evaluation and Reporting Goals:

- Upon attendance at the Student Learning Outcomes Liaison meeting, Jan 2018, and after analyzing data from our SSO and SLO evaluations, the Transfer Center Director will work to update and revise the Student Learning Outcomes and evaluation procedures while establishing a regular assessment plan.
- Notify SLO Coordinator of SLO rewrites for inclusion in TracDat.

Transfer Path Requirements for Each Articulated Baccalaureate Major Goals:

- Coordinate with Articulation Officer to provide training to Counseling Faculty for use of Assist Next Generation.
- Plan for student training sessions or training materials with roll out of Assist Next Gen.

APPENDIX F: TRANSFER CENTER BUDGET

YTD Budget to Actual

Ledger: GL WB
Transactions Thru: Fri Jun 30 2017

(with Encumbrances)

Fiscal Year: 16/17
Period: JUNE

Org. Key: 1333601 Transfer Center

EXPENSE ACCOUNTS

<u>Object Description</u>	<u>Object</u>	<u>Budget</u>	<u>Actual</u>	<u>Encumbrance</u>	<u>Balance</u>
Hrly Librarian/Counselor	1420	19,427	0	0	19,427
Ovrlid-Lib/Cnslr	1430	923	923	0	0
Classified Contract	2110	40,452	20,226	20,226	0
Classified Contract O/T	2113	0	525	0	-525
Hrly Non-Instr Student	2311	8,000	7,018	0	983
Employee Benefits	3850	9,426	9,426	0	0
Supplies-General	4310	2,908	418	260	2,230
Meals & Meeting Refreshments	4410	1,000	836	0	164
Equip \$500-\$1,999	4550	1,258	1,145	0	113
Travel & Conferences	5210	800	632	0	168
Mileage	5220	200	0	0	200
Contract Maintenance	5610	1,069	0	369	700
Total Expenses:		<u>85,463</u>	<u>41,149</u>	<u>20,855</u>	<u>23,460</u>



GCCCD - Available Balance by 4 Digit

09:58 AM
04/02/2018
Page 1 of 1

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Company: Grossmont-Cuyamaca Community College District
Plan Structure: WB - Working Budget
Time Period: Current Year
Period: 2017-2018 - JUN
SmartKey: 1333601_Transfer Center

Ledger Account	Budget	Actual	Obligation	Commitment	Balance
Expenditures					
1000 Academic Salaries	20,350.00	1,291.72	0.00	0.00	19,058.28
1420 Hrly Librarian/Counselor	19,274.00	0.00	0.00	0.00	19,274.00
1430 Ovrlid-Lib/Cnslr	1,076.00	1,291.72	0.00	0.00	(215.72)
2000 Classified Salaries	54,151.00	35,310.75	10,695.00	0.00	8,145.25
2110 Classified Contract	46,151.00	32,085.00	10,695.00	0.00	3,371.00
2311 Hrly Non-Instr Student	8,000.00	3,225.75	0.00	0.00	4,774.25
3000 Employee Benefits	0.00	16,005.76	5,240.55	0.00	(21,246.31)
3850 Employee Benefits Spnd	0.00	16,005.76	5,240.55	0.00	(21,246.31)
4000 Supplies	4,547.00	2,810.80	0.00	0.00	1,736.20
4310 General Supplies	3,547.00	2,110.80	0.00	0.00	1,436.20
4410 Meals & Meeting Refreshments	1,000.00	700.00	0.00	0.00	300.00
Equipment - Non Computer	0.00	0.00	0.00	0.00	0.00
5000 Other Operating Expenses	1,700.00	469.36	0.00	0.00	1,230.64
5210 Travel & Conferences	800.00	435.91	0.00	0.00	364.09
5220 Mileage	200.00	33.45	0.00	0.00	166.55
5610 Maintenance Contracts	700.00	0.00	0.00	0.00	700.00
Expenditures	80,748.00	55,888.39	15,935.55	0.00	8,924.06

Appendix G

Transfer Center Outreach Materials

Office Location

Grossmont College
Student Services Building 10-173

Hours

Monday & Tuesday 8am – 6pm
Wednesday & Thursday 8am – 5pm
Friday 8am – 1pm
* hours subject to change

Telephone/Fax

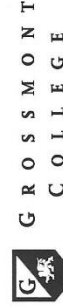
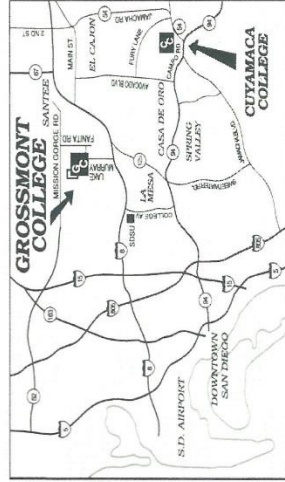
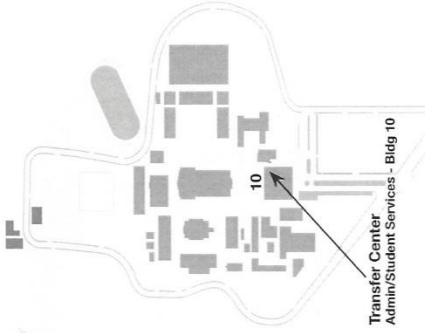
619.644.7215 Telephone
619.644.7986 Fax

Web Address

www.grossmont.edu/transfercenter

Campus Address

Transfer Center
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020-1799



GROSSMONT COLLEGE

Transfer Center



“Providing A Roadmap
To Transfer Success”

9/17



Our Goal

To provide services and information to students for successful transfer planning and admissions to:

California State University (CSU)
University of California (UC)
Independent Colleges & Universities
Out-of-State Colleges & Universities

Services & Events

- Walk-in assistance by knowledgeable Transfer Center staff
- Counseling appointments for transfer planning
- Workshops, including:
 - Associate Degree for Transfer
 - Transfer Options
 - Calculating Transferable GPA
 - CSU/UC Application
 - UC TAG Application
 - Admit Workshops
- College Fairs (Fall and Spring)
- Bus Trips
- University Rep Visits

Information Available

Major preparation and general education agreements for transfer to four year public colleges and universities in California

AA-T and AS-T degree requirements for CSU admission priority

Transfer Admission Guarantee Programs:

UC San Diego University Link
UC Davis TAG
UC Irvine TAG
UC Merced TAG
UC Riverside TAG
UC Santa Barbara TAG
UC Santa Cruz TAG
SDSU TAG

Names and addresses of all accredited colleges in the U.S. and the majors offered

Library of college catalogs and reference books

Pre-professional and specialized programs such as Premed, Prelaw, Pharmacy, Dentistry, Business and Health Professions Programs

Cross enrollment for CSU and UC

Computer workstations for student use in transfer planning

Online Resources

www.assist.org

- Transfer information for California public universities
- Major preparation
- Explore majors offered at CSU and UC campuses
- Determine course transferability

www.collegesource.org

- Over 93,785 college catalogs online
- Search for colleges and universities by criteria (major, degree level, tuition...)

www.csumentor.edu

- Explore CSU campuses and admission requirements
- Apply for undergraduate admission and EOP

admission.universityofcalifornia.edu

- Explore UC campuses and admission requirements
- UC TAG information and application
- Application for undergraduate admission

www.aiccu.edu

- Private Colleges and Universities in California
- College Guide to explore majors offered

For important updates and information go to our home page
www.grossmont.edu/transfercenter
and "like us" on Facebook.



How to Sign-up for Workshops

You must reserve your seat at each workshop you plan on attending. Space is limited.

Sign-up over the phone by calling (619) 644-7215

Please have your student ID# ready.

-OR-

Sign-up by coming into the Transfer Center Student Service Bldg. 10-173

Please have your student ID# ready.

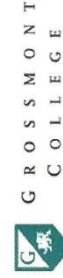
For important updates and information go to our home page www.grossmont.edu/transfercenter and "like us" on Facebook.

Who Are We

About Us

Our goal is to provide services and information to students for successful transfer planning and admission to:

- California State University (CSU)
- University of California (UC)
- Independent Colleges and Universities
- Out-of-State Colleges and Universities



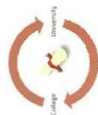
GET A STEP
AHEAD

this semester.....with
.....

FREE

Transfer Center
WORKSHOPS

Spring 2018 Transfer Center Workshops



Transfer Options

Take this opportunity to discover options for transfer to a CSU, UC, private or out-of-state college or university.

Wednesday, February 14, 10am-11am
 Friday, March 2, 11:30am-12:30pm
 Tuesday, April 3, 4pm-5pm
 Wednesday, May 16, 1pm-2pm



Associate Degree for Transfer

What is it the Associate Degree for Transfer? How does it work? And, how the ADT can affect your transfer success.

Tuesday, February 13, 12pm-1pm
 Wednesday, March 14, 1pm-2pm
 Friday, April 6, 11:30am-12:30pm
 Tuesday, May 8, 10am-11am



Ready to Transfer?

Think you're ready to transfer? Attend this workshop to make sure you are on track with all requirements and GPA calculation.

Thursday, February 22, 11am-12pm
 Tuesday, March 13, 4pm-5pm
 Wednesday, April 11, 1pm-2pm
 Friday, May 18, 9:30am-10:30am



SDSU Transfer Pathways

Learn crucial information about transferring to San Diego State University!

Tuesday, February 20, 1:30pm-2:30pm
 Wednesday, March 7, 10am-11am
 Friday, April 6, 9:30am-10:30am
 Tuesday, May 15, 4pm-5pm



Denied... Now What?

Was your admission denied to a university for fall 2018? Attend this workshop.

Wednesday, March 21, 10am-11am
 Tuesday, March 27, 4pm-5pm
 Thursday, April 5, 11:30am-12:30pm
 Friday, April 13, 9am-10am
 Wednesday, April 18, 1pm-2pm
 Thursday, April 24, 9am-10am



SDSU WPA

Students will receive insider information about what is needed to have a successful WPA experience.

Check with the Transfer Center for upcoming workshop dates.



Pre-Med Workshop

Interested in Medical or Pharmacy school? Attend this workshop to learn more!

Thursday, February 15, 11am-12pm
 Monday, March 12, 5pm-6pm
 Thursday, April 19, 1:30pm-2:30pm
 Monday, May 14, 10am-11am



SDSU Admit

Admitted students will learn information about the next steps and what to expect at San Diego State University for fall 2018.

Check with the Transfer Center for upcoming workshop dates.

* dates and times are subject to change

APPENDIX G: WORKSHOP GUIDE USED BY COUNSELORS AND STAFF

Workshops Offered by the Transfer Center 2017-2018

Associate Degree for Transfer (AA-T/AS-T)

The Associate Degree for Transfer (ADT/AA-T/AS-T) gives students priority admission to a variety of programs at their local CSU campus. By attending this workshop students will walk away with information about the ADT: what it is, how it works, the benefits, majors offered at Grossmont, and how the ADT can affect their transfer success. This workshop is designed for any student planning to transfer to a California State University (CSU). The student should attend this workshop prior to applying for transfer.

- Student Criteria
 - Transferring to a CSU (California State University, 23 campuses including SDSU)
 - ADT offered for their major, also known as AA-T or AS-T
 - Applying next application cycle or in the future
- Semester Offered
 - Fall
 - Spring

Application Workshop - California State University (CSU)

Is a student applying to transfer for fall 2019 to a CSU? Students can attend this workshop to get their application questions answered. Students apply about *one year* in advance. For example, if the student is applying for fall 2019 admission, the student will apply during the fall 2018 semester (Oct-Nov). Once the student has rsvp'd, they will receive a packet of materials to complete before attending the workshop.

- Student Criteria
 - Applying to a CSU for transfer fall 2019
 - Requirements completed by the following spring semester
 - *If a student is applying for spring, schedule an appointment or drop-in.
- Semester Offered
 - Fall only (October-November)

Application Workshop – University of California (UC)

Is a student applying to transfer for fall 2019 to a UC? Students can attend this workshop to get their application questions answered. Students apply about *one year* in advance. For example, if the student is applying for fall 2019 admission, the student will apply during the fall 2018 semester (Nov). The application opens August 1st. Once the student has rsvp'd, they will receive a packet of materials to complete before attending the workshop.

- Student Criteria
 - Applying to a UC for transfer fall 2019
 - Requirements completed by the following spring semester
 - *If a student is applying for spring, schedule an appointment or drop-in.
- Semester Offered
 - Fall only (October-November)

APPENDIX G: WORKSHOP GUIDE USED BY COUNSELORS AND STAFF

“I Got Denied...Now What?”

Did a student apply to transfer to a college or university for fall 2018 transfer and received notification that their admission was denied? If the answer is yes, the student can attend this workshop to learn about their options. We will share with the student information on the appeal process, redirection of ADT applicants, private/out-of-state university options and the possibility of spring 2019 transfer.

- Student Criteria
 - Denied admission for current application cycle
- Semester Offered
 - Spring only (March-May) as needed

Preparing for Medical School and Pharmacy School

Is a student interested in Medical or Pharmacy School? They can attend this workshop to learn about program length, courses required, residencies, admission tests, what to major in, competencies required, and experience needed. After the workshop, students can follow-up with an appointment with Sue.

- Student Criteria
 - Interested in medical or pharmacy school
- Semester Offered
 - Fall
 - Spring

Ready to Transfer? Workshop

Think a student is ready to transfer? Students can attend this workshop to make sure they are on track with all the requirements and get help calculating their transferable GPA. This workshop is for students who plan on applying to transfer for fall 2019.

- Student Criteria
 - Within their last year before applying to transfer
- Semester Offered
 - Spring only

SDSU Admit

Has a student been admitted to SDSU for fall 2018? This workshop is for them! The workshop will feature SDSU steps to enrollment, WPA info, registration logistics and what to expect for orientation. Held in a classroom.

- Student Criteria
 - Admitted to SDSU
- Semester Offered
 - Spring only (April or May)

APPENDIX G: WORKSHOP GUIDE USED BY COUNSELORS AND STAFF

SDSU Supplemental

Did a student apply to San Diego State University for fall 2019? They must complete the supplemental application by January 2019. This application is always due in the following January after the November application deadline. Example: applied in November 2017 for fall 2018, supplemental in January 2018.

- Student Criteria
 - Applied to SDSU last October/November
- Semester Offered
 - Spring only (January)

SDSU: Transfer Pathways

Learn about how the AA-T/AS-T (Associate Degree for Transfer) and changes to the TAG (Transfer Admission Guarantee) program will significantly affect students planning to transfer to SDSU. Discussion of GPA requirements and planning strategies will be included. This is crucial information, not to be missed! This workshop is designed for students planning to transfer to SDSU.

- Student Criteria
 - 1-4 semesters at Grossmont/Cuyamaca
 - Planning to transfer to SDSU
 - ADT offered for their major, but doesn't have to be
 - Applying next application cycle
- Semester Offered
 - Fall
 - Spring

SDSU Writing Placement Assessment (WPA)

What is the WPA? When should a student take it? How should a student prepare? These questions and more will be answered at this informational workshop. Attendees will receive INSIDER information about what they need to do to have a successful WPA experience!

- Student Criteria
 - Admitted to SDSU
- Semester Offered
 - Spring only (April-May) possibly June

Transfer Options Workshop

A student knows they want to transfer, but are not sure where to or what the process involves. Students can take this opportunity to discover options for transfer to a CSU, UC, private or out-of-state college/university. They will learn about transfer programs, general education, major preparation, GPA requirements, application deadlines and more! This workshop is designed for students who want an introduction to transfer information.

- Student Criteria
 - 1-3 semesters at Grossmont/Cuyamaca

APPENDIX G: WORKSHOP GUIDE USED BY COUNSELORS AND STAFF

- Undecided transfer pathway
- Semester Offered
 - Fall
 - Spring
 - Summer

Transfer Options- CSU

Is a student considering transferring to a CSU (California State University)? The student will want to attend this workshop to learn important information about transfer requirements, deadlines, the Associate Degree for Transfer and its implication on their transfer success! They will also learn how to calculate their CSU transferable GPA—an important step in the transfer application process! Don't miss out! This workshop is designed for students who have decided to transfer and now need more information about their 23 CSU campus options.

- Student Criteria
 - 1-3 semesters at Grossmont/Cuyamaca
 - Planning to transfer to a CSU
- Semester Offered
 - Not offered 17-18 *see Transfer Options Workshop or Transfer Ready?

Transfer Options- UC

Is a student interested in transferring to the UC (University of California), but needs more information? This workshop will provide information about UC transfer requirements, transfer guarantee programs, and deadlines. Students attending will set up and get their Transfer Admission Planner account started! This workshop is designed for students who have decided to transfer and now need more information about their 9 UC campus options.

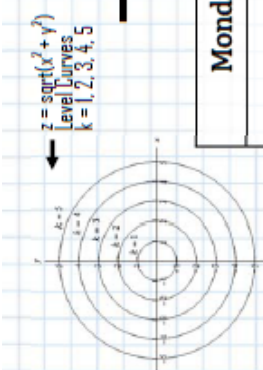
- Student Criteria
 - 1-3 semesters at Grossmont/Cuyamaca
 - Planning to transfer to a UC
- Semester Offered
 - Not offered 17-18 *see Transfer Options Workshop or Transfer Ready?

UC TAG Application

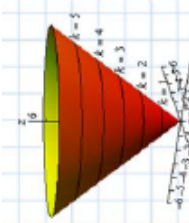
Transfer Admission Guarantee is offered at six University of California campuses: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara and UC Santa Cruz. Students can come to this workshop to learn about the TAG process and get their application questions answered!

- Student Criteria
 - Applying in next application cycle
- Semester Offered
 - Fall only (September)

APPENDIX G: TRANSFER CENTER MONTHLY CALENDAR



+November 2017



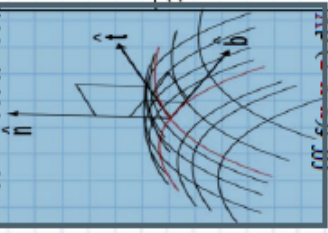
Transfer Center

Grossmont College
 8800 Grossmont
 College Dr.
 El Cajon, CA 92020
 Phone
 (619) 644-7215
 Fax
 (619) 644-7986
www.grossmont.edu/transfercenter
www.facebook.com/gctransfercenter

Monday	Tuesday	Wednesday	Thursday	Friday
6 CSU Application WS 9 – 10:30 @ 70-103 SDSU Transfer Pathways 12:30 – 1:30 @ TC UC Application Workshop 2 – 3:30 @ 10-172	7 CSU Application WS 9:30 – 11 @ 10-172 4 – 5:30 @ 70-103 Grand Canyon University 10:30 – 1 @ TC	8 CSU Application WS 8:30 – 10 @ 70-103 2:30 – 4 @ 70-103 UCSD Super Visit 10 – 1 @ Main Quad UCSB Advisor 10 – 1 @ TC UC/UCSB Admissions WS 2 – 3 @ 31-373	9 CSU Application WS 9 – 10:30 @ 70-104 3 – 4:30 @ 10-172 Veterans Day CLOSED	10 Veterans Day CLOSED
13 CSU Application WS 9:30 – 11 @ 10-172 1 – 2:30 @ 70-103 UC Application WS 4 – 5:30 @ 70-103	14 UC Application WS 11 – 12:30 @ 55-534 CSU Application WS 2 – 3:30 @ 70-103 Grand Canyon University 10:30 – 1 @ TC Azusa Pacific University 10 – 1 @ Bookstore National University 9:30 – 12:30 @ Griffin Ctr.	15 CSU Application WS 9 – 10:30 @ 70-103 3 – 4:30 @ 70-103 Point Loma Nazarene Univ. 10 – 1 @ Bookstore	16 Pre Med and Pre Pharm 9 – 10 @ Transfer Ctr. CSU Application WS 10 – 11:30 @ 70-103 1:30 – 3 @ 70-103	17 UC Application WS 9:30 – 11 @ 70-103
20 ADT WS 8:30 – 9:30 @ TC CSU Application WS 10 – 11:30 @ 70-103 2 – 3:30 @ 70-103	21 SDSU Transfer Pathways 10 – 11 @ TC CSU Application WS 12:30 – 2 @ 70-104 4 – 5:30 @ 70-103	22 CSU Application WS 8:30 – 10 @ 70-103 Transfer Options 12:30 – 1:30 @ TC	23 Thanksgiving Day CLOSED	24 CLOSED
27 CSU Application WS 9:30 – 11 @ 70-103 1 – 2:30 @ 70-103 UC Application WS 3 – 4:30 @ 70-103 Point Loma Nazarene Univ. 10 – 1 @ Bookstore	28 CSU Application WS 9:30 – 11 @ 10-172 2 – 3:30 @ 10-172 Grand Canyon University 10:30 – 1 @ TC	29	30 Deadline to Submit Fall 2018 CSU and UC Applications!	3 CSU Application WS 8:30 – 10 @ 70-103

Binormal Vector
 $B(t) = T(t) \times N(t)$
 Unit Normal Vector

$N(t) = T'(t) / ||T'(t)||$
 Unit Tangent Vector
 $T(t) = r'(t) / ||r'(t)||$



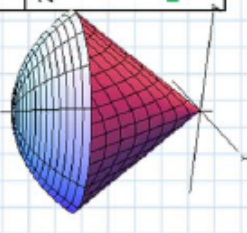
$$\iint p^2 \sin \phi$$

$$= \iint p^2 \sin \phi$$

$$f(p \sin \phi \cos \theta,$$

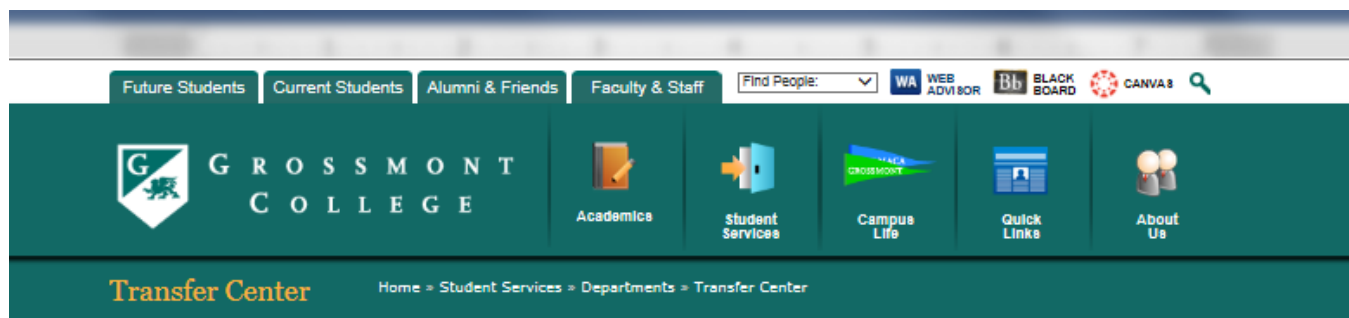
$$p \sin \phi \sin \theta,$$

$$p \cos \phi)$$



I do not know what may appear to the world, but to myself I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.
 - Isaac Newton

APPENDIX G: TRANSFER CENTER WEBSITE



- Student Services**
- Transfer Center**
 - AA-T/AS-T (Associate Degree for Transfer)
 - Application Assistance
 - Articulation
 - Cross Enrollment
 - Events & Workshops For Faculty
 - For University Reps
 - GE Patterns
 - GPA Calculator
 - Pre-Professional Counseling
 - Transfer Info for CSU
 - Transfer Info for Private/Out-of-State Schools
 - Transfer Info for UC
 - Useful Websites

[Online Counseling](#)



WELCOME TO THE GROSSMONT COLLEGE TRANSFER CENTER!

The goal of the Transfer Center is to provide information for effective transfer planning to California State University (CSU), University of California (UC), Independent/Private or Out-of-State Colleges and Universities.

TRANSFER UPDATES:

- Check out the March [workshops](#).
- Are you interested in transferring to UCSD? Apply online to attend the UCSD Triton Summer Transfer Academy. The deadline to apply is Monday, April 16. Click [here](#) to view the flyer.
- Are you interested in becoming a lawyer? Chapman University Fowler School of Law is offering a free Pre-Law Undergraduate Scholars (PLUS) Program. Click [here](#) to view the flyer.
- Download the Grad Guru app [here](#) to stay up to date on transfer information and success tips.

You will find additional valuable information for your transfer planning below as well as on the left hand column of this page.

[Expand All](#) | [Collapse All](#)

- ▶ **San Diego State University (SDSU)**
- ▶ **University of California, San Diego (UCSD)**

Location:

Student Services & Administration
Building 10-173

Office Hours:

Mon-Tues: 8am-6pm
Wed-Thur: 8am-5pm
Fri: 8am-1pm

*Tuesday, March 27, 2018:
Building will close at 5pm.

Office Closed:

March 26, 2018
March 30, 2018

*Hours subject to change.

Photo ID is required at all times.

Phone:

619-644-7215

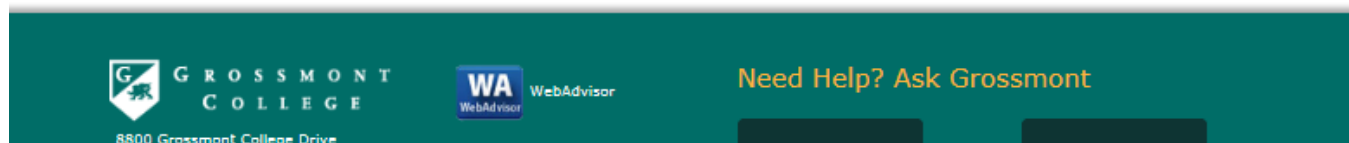
Fax:

619-644-7986

Address:

Grossmont College
Transfer Center
8800 Grossmont College Dr.
El Cajon, CA 92020-1799

Last Updated: 03/27/2018



APPENDIX G: VIEJAS TRIBAL EDUCATION CENTER VISIT

GROSSMONT
COLLEGE



Open Lab Session #5 Grossmont to SDSU

March 23rd, (Van leaves at 2:30 pm) 3 pm to 5:30 pm

Session Goal: To expose students to community college transfer option, admission requirements, college support resources, and another college campus - Grossmont Community College to SDSU.

2:30 pm	Vans Leave for Grossmont College
3:00 pm	Arrive at Grossmont We will meet in Building 31-356, map is attached
3:05 pm	Introductions and Food! Dr. Nabil Abu-Ghazaleh, President, Grossmont College
3:15 pm	How to Start Your Studies at Grossmont College Karolia Macias, SSSP Coordinator/Counselor
3:30 pm	Transfer Pathways—Grossmont College to SDSU Sarah Moore, Transfer Center Coordinator/Counselor, Grossmont College Esther Rodriguez, Admissions Counselor, San Diego State University
3:50 pm	GE Options?...Cross Cultural Studies Sue Gonda, Cross-Cultural Studies, Grossmont College
4:00 pm	The SDSU Experience David Kamper, American Indian Studies, San Diego State University Chris Medellin, EOP, San Diego State University College Students and the Transfer Experience, Panel
4:30 pm	Tour of the Grossmont College Campus Heriberto Vasquez, Outreach Coordinator
5:00 pm	Depart for Viejas

Welcome to Grossmont College!

We are happy you are here!

8800 Grossmont College Drive Telephone 619-644-7844
El Cajon, California 92020-1799 Fax 619-644-7964

APPENDIX G: S3 STUDENT SERVICES SESSION

S³

student
services
sessions

These sessions aim to increase faculty awareness of the issues and challenges that students encounter in navigating the journey toward their educational goals so that we can more effectively support and facilitate their success.

friday 02.26.16
12³⁰ • 1³⁰ PM O RM 36•355

how many Grossmont College students transfer to 4-year institutions each year?
to what schools do they transfer?

what institutional support does Grossmont College offer to facilitate their transfer?

what are the most common challenges that students face in the transfer process?

what else can we do – as instructional faculty – to support these students in their goals to transfer?

*COME LEARN MORE ABOUT AND
STRENGTHEN YOUR CONNECTION TO
THE GROSSMONT COLLEGE
TRANSFER CENTER*

next S³ session?
April 8

available for 1 hour of pd credit

facilitated by transfer center coordinator sarah moore + ticey hosley

brought to you by counseling + the transfer center + the office of professional development

Appendix H

Transfer Center Engagement Materials

APPENDIX H: TRANSFER CENTER WEBQUEST

Transfer Center Webquest

Go to: <http://www.grossmont.edu/transfercenter/> to answer the following questions.

1. What are the Transfer Center hours?
 - a. Monday-Tuesday _____
 - b. Wednesday-Thursday _____
 - c. Friday _____

2. To participate in University Link with UCSD there is a family income limit of no more than \$_____ and a cumulative GPA requirement of _____.

3. List the name of an upcoming transfer workshop.

4. The fall College Fair is coming up on Oct 3, 2018. Name two local universities that will be in attendance.

5. Steve wants to apply to SDSU for fall 2019 admission. When is the application filing period for submitting his CSU Application?

6. SDSU accepts the AS-T degree in Business Administration for two emphases only. What are these two emphases? Circle those that are applicable.
 - a. Accounting
 - b. Finance
 - c. Financial Services
 - d. General
 - e. Information Systems
 - f. Management
 - g. Marketing
 - h. Real Estate

Bonus Questions:

7. Use the GPA Calculator to calculate your transferable GPA. Note: you can refer to your catalog or www.assist.org to identify transferable courses.
8. Go to www.assist.org to locate a school that offers your major and print out a copy of the major prep required; attach to this worksheet.

APPENDIX H: HBCU TAG WORKSHOP



California Community Colleges Transfer Guarantee to
Historically Black Colleges & Universities Program

WWW.CCCCO.EDU/HBCUTRANSFER

Helen P Young, Project Director
HBCUtransfer@cccco.edu
310-660-3593 ext. 7729

Historically Black Colleges & University Transfer Workshop

Are you interested or considering transferring to a
HBCU?

Join us for this workshop to learn more about the
California Community Colleges Transfer Guarantee
Program to our 21 partner HBCUs!

Grossmont College
Griffin Gate, Bldg. 60

Monday, February 27th, 2017
10:00am – 12:00pm

RSVP: Transfer Center
Bldg. 10-173 or 619-644-7215

For more information contact:
Sarah Moore, Transfer Center Coordinator
sarah.moore@gcccd.edu



DILLARD
UNIVERSITY



WILEY COLLEGE



EDWARD WATERS COLLEGE



PHILANDER
SMITH COLLEGE



Central
State
University
1887



DRAGONS



TALLAHASSEE
COMMUNITY COLLEGE



FISK UNIVERSITY
1866



LINCOLN
UNIVERSITY



TOUGALOO COLLEGE
1869
TOUGALOO, MISSISSIPPI



KENTUCKY
STATE
UNIVERSITY



FLORIDA
A&M UNIVERSITY
A PROMISE. A FUTURE.



HUSTON-TILLOTSON
UNIVERSITY



BENNETT
COLLEGE



LINCOLN
UNIVERSITY



CENTRAL STATE
UNIVERSITY



Bus Trip to UCSD

Sign up by November 10th

Please sign-up in the Transfer Center Bldg. 10-173 and bring 2 forms of I.D.

•Permission Slip Required

•\$10 Deposit to reserve seat — returned after participation

When: Saturday, November 19th, 2016 @ 8:00am-3:00pm*

Where: University of California, San Diego

Why: Fall Transfer Day

What: Admission & Financial Aid, Student Panel, Campus Tour, and UC Application Workshop

*Date and time are subject to change.



GROSSMONT
COLLEGE

Umoja & Transfer Center Presents



SAN DIEGO STATE
UNIVERSITY



Friday, April 8th, 2016

8:00am – 3:00pm*

*Date and time are subject to change.



Sign up by March 18th

Please sign up in the Transfer Center Bldg. 10-173
and bring 2 forms of identification

*Permission Slip Required

*Lunch will be provided

*\$10 Deposit to reserve seat – returned after participation

Questions? Call 619-644-7215



Governing Board Members: Greg Barr, Bill Garrett, Edwin Heil, Debbie Justice, Mary Kay Rosinski
Student Members: Rafael Navarrete, Evan Esparza Chancellor: Ondy L. Miles, Ph.D. Grossmont College President: Nabil S. Abu-Ghazaleh, Ed.D.



GROSSMONT
COLLEGE



San Diego State University

Writing Proficiency Assessment (WPA) Workshop

- This workshop will provide you with information on the Writing Proficiency Assessment (WPA) that is required to attend SDSU; including *How to Write* your response!
- Students will receive insider information about what they need to do to have a successful WPA experience.
- This workshop is presented by one of the WPA scorers!

You MUST register for the workshop at the Transfer Center (Building 10-173) or Call (619) 644-7215

Day	Date	Time	Location
Wednesday	April 4, 2018	2:00pm — 3:30pm	Bldg. 55-525
Wednesday	April 11, 2018	2:00pm — 3:30pm	Bldg. 55-525
Wednesday	April 25, 2018	2:00pm — 3:30pm	Bldg. 55-525
Wednesday	May 2, 2018	2:00pm — 3:30pm	Bldg. 55-525

These dates and times are subject to change. 3/19/18 DKM



San Diego State University Admit Workshop

All Grossmont Students admitted to SDSU Fall 2018 are invited to attend !

Choose either:

Tuesday, April 17, 2-3pm. Rm: 51-575

OR

Wednesday, April 25, 4-5pm. Rm: 36-325

Make your reservation today at the Grossmont College Transfer Center Bldg. 10-173 or please call 619-644-7215 to attend this workshop.

Learn Information About:

- ⇒ Orientation
- ⇒ Financial Aid
- ⇒ Testing
- ⇒ Housing
- ⇒ Honors College
- ⇒ Next Steps...



Dates and times are subject to change.

3/27/18 SM



UC San Diego

Meet with an Admissions Counselor from U.C. San Diego
Schedule a 30 minute appointment in the Transfer Center Bldg. 10-173

Day	Date	Time
Monday	March 19	9:00am — 3:30pm
Monday	April 9	9:00am — 3:30pm
Tuesday	May 8	9:00am — 3:00pm
Monday	May 21	9:00am — 3:00pm



- ◆ Please sign up for the **UC Transfer Admission Planner** and enter all course work before your appointment.
uctap.universityofcalifornia.edu
- ◆ If you are unable to make your appointment, please call (619) 644-7215 to cancel.





Meet with an Admissions Counselor from U.C. Los Angeles
on Tuesday, April 18th, 2017

- Transfer Workshop 9am-10am @ 53-550
- Tabling Session 10am-1pm @ Bookstore
- Schedule a 30 minute appointment 2pm-4pm

• Please sign up for the **UC Transfer Admission Planner** and enter all course work before your appointment.

uctap.universityofcalifornia.edu

• If you are unable to make your appointment, please call (619) 644-7215 to cancel.





UC Admissions Workshop

Wednesday, October 4

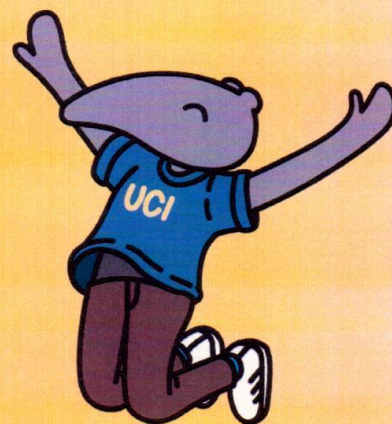
Location: Bldg. 51-585

Time: 1:30-2:30 pm

Find out more information about the UC Application

Speak with an admissions counselor from UCI

Learn about the writing process for personal insight questions



admissions.uci.edu

APPENDIX H: UC APPLICATION WORKSHOPS



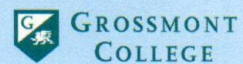
UC Application Workshop Get Help Applying to a UC

You must create an account and begin the application before attending the workshop.

Please RSVP for the workshop in the Transfer Center Bldg. 10-173 or call (619) 644-7215.

Day	Date	Time	Location
Thursday	Oct 12	9:30am — 11:00am	Tech Mall 70-103
Monday	Oct 23	1:00 pm — 2:30 pm	Tech Mall 70-103
Thursday	Oct 26	1:00pm — 2:30pm	Tech Mall 70-104
Monday	Nov 13	4:00pm — 5:30pm	Tech Mall 70-103
Tuesday	Nov 14	11:00am — 12:30pm	Bldg. 55-534
Friday	Nov 17	9:30am — 11:00am	Tech Mall 70-103
Monday	Nov 27	3:00pm — 4:30pm	Tech Mall 70-103

*The dates and times are subject to change.



CSU Application Workshops

Get help applying to:

*SDSU

*CSU Los Angeles

*Fresno State University

*SFSU and all other CSUs!

You must sign-up for a Cal State account and begin the application before attending the workshop.

**RSVP for the workshop at the Transfer Center
Bldg. 10-173 or call (619) 644-7215.**

DAY	DATE	TIME	LOCATION
Friday	Oct 20	8:30am – 10:00am	Bldg. 10-172
Monday	Oct 23	8:30am – 10:00am	Tech Mall 70-103
Tuesday	Oct 24	9:30am – 11:00am	Tech Mall 70-104
Tuesday	Oct 24	2:00pm – 3:30pm	Tech Mall 70-103
Wednesday	Oct 25	9:00am – 10:30am	Tech Mall 70-103
Wednesday	Oct 25	3:00pm – 4:30pm	Tech Mall 70-103
Thursday	Oct 26	9:00am – 10:30am	Tech Mall 70-104
Monday	Oct 30	9:30am – 11:00am	Tech Mall 70-103
Monday	Oct 30	1:00pm – 2:30pm	Tech Mall 70-103
Tuesday	Oct 31	9:30am – 11:00am	Tech Mall 70-104
Tuesday	Oct 31	2:00pm – 3:30pm	Tech Mall 70-103
Wednesday	Nov 1	8:30am – 10:00am	Tech Mall 70-103
Wednesday	Nov 1	3:00pm – 4:30pm	Tech Mall 70-103
Thursday	Nov 2	9:00am – 10:30am	Tech Mall 70-104
Thursday	Nov 2	1:00pm – 2:30pm	Tech Mall 70-104
Friday	Nov 3	8:30am – 10:00am	Tech Mall 70-103

GROSSMONT COLLEGE

TRANSFER FAIR

Main Quad

Wednesday, October 4, 2017

10am — 1pm

Come join us and representatives
from colleges/universities to learn
important information about
your transfer options.

Free Pizza!

Provided by GCU.

GROSSMONT COLLEGE

Schools Attending

California State University

CSU Chico
CSU East Bay
CSU Northridge
CSU Sacramento
CSU San Marcos
Humboldt State University
San Diego State University
San Francisco State University
Sonoma State University

University of California

UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Merced
UC Riverside
UC San Diego
UC Santa Barbara
UC Santa Cruz

Private/Out-of-State

Academy of Art
Air Force ROTC
Azusa Pacific University
American Jewish University
Bastyr University
Brandman University
California Baptist University
Chapman University
Charles Drew University
Columbia College, Hollywood
Columbia University
Grand Canyon University
La Sierra University
Laguna College of Art and Design
National University
Otis College of Art and Design
Point Loma Nazarene University
San Diego Christian College
San Francisco Art Institute
University of Redlands
University of San Diego
Vanguard University
of Southern California
And more...



Region X Transfer Option Days Spring 2017 College Fairs



Denotes Military Friendly
Yellow Ribbon Schools

Schedule of Events
10:00am-1:00pm

Learn About

- Available Majors
- Financial Aid Packages
- Scholarships
- Military Credit
- Yellow Ribbon School Benefits
- Options for International Students

www.sandiegocolleges.info

- April 6th @ MiraCosta College
- April 11th @ Palomar College
- April 13th @ Imperial Valley College
- April 18th @ Southwestern College
- April 19th @ Miramar College
- April 20th @ San Diego City College
- April 25th @ Cuyamaca College
- April 26th @ Grossmont College
- May 5th @ Mesa College

Featuring



And more...



You're Invited

Transfer Achievement Celebration

Inviting all students who have been admitted to a 4-year university for fall 2018 or spring 2019.

Celebrate your success...with a special gift and snacks!

Pay it forward...share advice for future transfer students!

Give back...send a thank you note to staff, faculty, or an administrator who has helped you achieve your goal!

When: Finals Week May 29 — June 4
M/T 8am-6pm W/Th 8am-5pm F 8am-1pm
Where: Transfer Center, Bldg. 10-173

We look forward to celebrating with you!

Appendix I

Transfer Center Retention Materials

APPENDIX I: PREPARING FOR THE CSU APPLICATION WORKSHOP

Preparing for the CSU Application Workshop

We look forward to your participation in the Transfer Center CSU Application Workshop. To make the most of time spent during the workshop, our expectation is that you will have done the following prior to attending the workshop:

1. Read ALL materials provided online and in print in preparation for (and throughout) the application process.
 - a. Visit each CSU campus Admissions website to which you plan to apply to read about any requirements specific to their campus. Identify whether there are special admission procedures for the major to which you are applying.
 - i. Here's the link for SDSU:
http://arweb.sdsu.edu/es/admissions/transfers/apply/how_and_when_to_apply.html
 - b. Download, READ, and Use the Cal State Apply Transfer Student Application Guide:
<https://www2.calstate.edu/apply/transfer/Documents/cal-state-apply-transfer-student-application-guide.pdf>
 - c. Download, READ, and Use the Cal State Apply Transfer Credit Entry Guide:
<https://www2.calstate.edu/apply/transfer/Documents/cal-state-apply-transfer-credit-entry-guide.pdf>
 - d. The Transfer Student Application Guide and Transfer Credit Entry Guide are critical to have access to and use step by step as you complete the application!
2. If earning an Associate Degree for Transfer, determine which CSU campuses you'll be using it to apply to. If you are unsure, attend an ADT workshop in the Transfer Center and/or meet with a counselor.
 - a. If applying to SDSU, review their website to familiarize yourself with their ADT, TAG and General Transfer Pathways. Visit: <http://arweb.sdsu.edu/es/admissions/transfers/apply/majors.html>
3. Come to the workshop prepared! This means you are expected to:
 - a. Create a Cal State Apply account (see the Transfer Student Application Guide) and bring your username/password with you. <https://www2.calstate.edu/apply>
 - b. Complete and save the Cal State Application. You'll be better prepared to ask questions! Do NOT submit the application prior to attending the workshop. Make sure that you complete the Profile/Extended Profile page and all four quadrants on the dashboard.
 - c. Bring this Transfer Application Materials folder with you, including all handouts.
 - d. Bring the printed copies of your transcripts provided at the time you signed up for the workshop. As well as any other transcripts not on file with Grossmont College.
 - e. Calculate your CSU transferable GPA! Use the instructions included and download the GPA calculator on the Transfer Center website. (On the submission screen of Cal State Apply there is an option to download a PDF of your completed application. Do this prior to submitting your application and check your GPA calculation.)
 - f. Refer to the Application Assistance page on the Grossmont College Transfer Center website: <http://www.grossmont.edu/student-services/offices-and-services/transfer/application-assistance.aspx> for links and information.
 - g. Bring a list of questions you'd like to ask a counselor!

Please note that not completing the above, can make for a more stressful time during the workshop and will take you longer to complete the process. We may not be able to address all of your questions during the workshop if you have not read and followed the instructions in this packet of materials.

9/24/2017 SM

APPENDIX I: HOW TO IDENTIFY CSU TRANSFERABLE COURSES

assist

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How to Identify CSU Transferable Courses

* Go to assist.org, then follow the steps below to identify whether the courses you've taken are transferable to the CSU System.

Explore Transfer Information

If you have already chosen a major or know what kind of information you want to see, select the transfer information you want to display by choosing an institution below. You can select the institution you are transferring from or to.

Grossmont College
Gavilan College
Glendale Community College
Golden West College
Grossmont College
Hartnell College
Humboldt State University
Imperial Valley College
Irvine Valley College
Kings River College
Lake Tahoe Community College
Laney College
Las Positas College
Lassen Community College
Long Beach City College

1) Under the "Explore Transfer Information" block, select Grossmont College or any California Community College that you've attended as your institution of choice.

Selected institution and academic year:
Grossmont College 16-17

Agreements with Other Campuses

Click here to select a campus

Note: If a current articulation agreement is not available, check the C-ID Search and Reports section below.

Grossmont College Courses Applicable for Transfer

- CSU Transferable Courses
- CSU GE-Breadth Certification Courses
- CSU US History, Constitution, and American Government
- IGETC for UC and CSU
- UC Transferable Courses
- UC Transfer Admission Eligibility Courses

2) Adjust the academic year accordingly by selecting the drop down menu under the "Selected Institution and Academic Year" block. (For example, if you took a course in Fall 2016 or Spring 2017, you'd select the 16-17 option.)

C-ID Search and Reports

- Click links below to search by department
- C-ID Designators at Grossmont College

Grossmont College Courses Applicable for Transfer

- CSU Transferable Courses
 - Computer Science Information Systems
 - Chemistry
 - Child Development
 - Chinese
 - Communication
 - Computer Science Information Systems
 - Counseling
 - Cross Cultural Studies
 - Culinary Arts
 - Dance
 - Economics
- C-ID Education
 - English
 - English as a Second Language
 - Exercise Science
 - Family Studies
 - French
 - Geography
 - Geology
 - German
 - Health Education

3) Click the 'CSU Transferable Courses Link' in the "College Courses Applicable for Transfer" block, and select the department of interest.

* If your course appears on the list, it is transferable!

Search by discipline

Select a C-ID Discipline Select a C-ID Sub-Discipline

More Information

ASSIST does not take the place of a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

More Information

From this list, choose the academic year for the articulation agreement you would like to see.

APPENDIX I: CSU TRANSFERABLE GPA CALCULATION WORKSHEET

GROSSMONT COLLEGE
CSU Transferable Grade Point Average Calculation Worksheet

YOU ARE RESPONSIBLE FOR KNOWING YOUR G.P.A. AND HOW IT IS COMPUTED!!

Step 1: Determine whether your course is CSU transferable. Use the included instructions and go to www.assist.org.

- For any course that is transferable **AND** that you earned a letter grade (including D's and F's, unless you repeated the course or have Academic Renewal), list it on the other side of this page.
- **DO NOT** include non-transferable courses and **DO NOT** include courses taken for Pass/No Pass or Withdraws. If you have taken an Incomplete, "I", do not include until the final grade is posted.
- Include any transferable courses you have taken throughout your college career, including those from other colleges/universities and any + or – grades.

Step 2: List the grade earned in each transferable course you have taken on the other side of this page.

Step 3: List the "Units Attempted" value of each transferable course you have taken on the other side of this page.

- Units attempted can be found in the "Units Attempted" column of your transcript. "Units attempted" are transferable units taken for a letter grade only.
- NOTE: If you have taken courses at a college/university on the quarter system, these will need to be converted to semester units.
- Quarter units are converted to semester units by multiplying the quarter units by .667. (for example, 4 quarter units x .667 = 2.66 semester units)
- If using the excel spreadsheet on the flash drive to calculate your GPA, you may use the semester units column for courses you have taken at Grossmont and any other school on a semester system. Use the quarter units column for courses you have taken at colleges/universities on the quarter system.

Step 4: List the grade point values for each transferable course you have taken.

- Grade point values are assigned as follows:
 - A+ = 4
 - A = 4
 - A- = 3.7
 - B+ = 3.3
 - B = 3
 - B- = 2.7
 - C+ = 2.3
 - C = 2
 - D = 1
 - F = 0

Step 5: Multiply units by grade point values to determine your Grade Points.

Step 6: Add your total CSU Units Attempted and add your total Grade Points earned.

Step 7: Divide your Total Grade Points Earned by Your Total CSU Units Attempted

SAVE THIS WORKSHEET! YOU WILL NEED IT FOR YOUR SUPPLEMENTAL APPLICATION!

In December/January, after your fall 2017 grades are final add the grade points and units attempted to your calculation from the fall application. This is how you will obtain your updated GPA.

Fall 2017 grade points _____ Fall 2017 Units Attempted _____
Grade points through Summer 2017 _____ Units attempted through Summer 2017 _____
Total Grade Points _____ ÷ Total Units Attempted _____ = ____ GPA

APPENDIX I: PREPARING FOR THE UC APPLICATION WORKSHOP

Preparing for the UC Application Workshop

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1. Read ALL materials provided online and in print in preparation for (and throughout) the application process.
 - a. How to Apply:
<http://admission.universityofcalifornia.edu/how-to-apply/index.html>
 - b. Personal Insight Questions:
 - i. View the Video:
<http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/index.html>
 - ii. Read the directions:
<http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/transfer/index.html>
 - iii. Review the writing tips:
<http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/writing-tips/index.html>
 - iv. Download the worksheet:
<http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/transfer/index.html>
 - c. Presenting Yourself on the UC Application PowerPoint:
<http://admission.universityofcalifornia.edu/how-to-apply/files/presenting-yourself-uc-application-transfer.pdf>
2. Check for closed and/or restricted majors for each campus to which you plan to apply. Visit: <http://admission.universityofcalifornia.edu/how-to-apply/check-majors/index.html>
3. Come to the workshop prepared! This means you are expected to:
 - a. Create a UC application account and bring your username/password with you.
 - b. Complete and save the UC Application. You'll be better prepared to ask questions! Do NOT submit the application prior to attending the workshop.
 - c. Bring this Transfer Application Materials folder with you, including all handouts.
 - d. Bring the printed copies of your transcripts provided at the time you signed up for the workshop. As well as any other transcripts not on file with Grossmont College.
 - e. Bring a list of questions you'd like to ask a counselor!

Please note that not completing the above, can make for a more stressful time during the workshop and will take you longer to complete the process. We may not be able to address all of your questions during the workshop if you have not read and followed the instructions in this packet of materials.

APPENDIX I: HOW TO IDENTIFY UC TRANSFERABLE COURSES

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1) Under the "Explore Transfer Information" block, select Grossmont College or any California Community College that you've attended as your institution of choice.

Selected institution and academic year:

Agreements with Other Campuses

Note: If a current articulation agreement is not a check the C-ID Search and Reports section below.

2) Adjust the academic year accordingly by selecting the drop down menu under the "Selected Institution and Academic Year" block. (For example, if you took a course in Fall 2016 or Spring 2017, you'd select the 16-17 option.)

Grossmont College Courses Ap

- [CSU Transferable Courses](#)
- [CSU GE-Breadth Certification Courses](#)
- [CSU US History, Constitution, and America](#)
- [IGETC for UC and CSU](#)
- [UC Transferable Courses](#)
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C-ID Search and Reports

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- [CSU US History, Constitution, and American Ide](#)
- [IGETC for UC and CSU](#)
- [UC Transferable Courses](#)
- [UC Transfer Admission Eligibility Courses](#)

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* If your course appears on the list, it is transferable!

C-ID Search and Reports

Click links below to search by department

- [C-ID Designators at Grossmont College](#)

Choose a campus and click dropdowns below to search by discipline

- Search Grossmont College
- Search All Campuses

More Information

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- For any course that is transferable **AND** that you earned a letter grade (including D's and F's, unless you repeated the course or have Academic Renewal), list it on the other side of this page.
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 - Include any transferable courses you have taken throughout your college career, including those from other colleges/universities and any + or – grades.
- Step 2:** List the grade earned in each transferable course you have taken on the other side of this page.
- Step 3:** List the "Units Attempted" value of each transferable course you have taken on the other side of this page.
- Units attempted can be found in the "Units Attempted" column of your transcript. "Units attempted" are transferable units taken for a letter grade only.
 - NOTE: If you have taken courses at a college/university on the quarter system, these will need to be converted to semester units.
 - Quarter units are converted to semester units by multiplying the quarter units by .667. (for example, 4 quarter units x .667 = 2.66 semester units)
 - If using the excel spreadsheet on the flash drive to calculate your GPA, you may use the semester units column for courses you have taken at Grossmont and any other school on a semester system. Use the quarter units column for courses you have taken at colleges/universities on the quarter system.
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 - B+ = 3.3
 - B = 3
 - B- = 2.7
 - C+ = 2.3
 - C = 2
 - D = 1
 - F = 0

Step 5: Multiply units by grade point values to determine your Grade Points.

Step 6: Add your total UC Units Attempted and add your total Grade Points earned.

Step 7: Divide your Total Grade Points Earned by Your Total UC Units Attempted

SAVE THIS WORKSHEET! YOU WILL NEED IT FOR YOUR APPLICATION UPDATES!

In December/January, after your fall 2017 grades are final add the grade points and units attempted to your calculation from the fall application. This is how you will obtain your updated GPA.

Fall 2017 grade points _____	Fall 2017 Units Attempted _____
Grade points through Summer 2017 _____	Units attempted through Summer 2017 _____
Total Grade Points _____	Total Units Attempted _____ = <u> </u> GPA

