Student Satisfaction with Support Services Provided:

Please indicate the proportions (%) of students who rated each aspect as “excellent” or “good” (separately and combined). The Cypress College standard is met whenever 75% or more of responses fall in the “good” or “excellent” categories (combined).

<table>
<thead>
<tr>
<th>Student satisfaction with:</th>
<th>Percent Responding</th>
<th>Percent Responding Good / Excellent (Combined %)</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Excellent”</td>
<td>“Good”</td>
<td></td>
</tr>
<tr>
<td>Hours of operation</td>
<td>62.2%</td>
<td>32.4%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>67.3%</td>
<td>30.9%</td>
<td>98.2%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>66.1%</td>
<td>30.3%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>65.5%</td>
<td>33.6%</td>
<td>99.1%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>72.2%</td>
<td>21.3%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>74.8%</td>
<td>17.8%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>78.0%</td>
<td>17.4%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department-specific indicators (if applicable):</th>
<th>Percent Responding</th>
<th>Percent Responding Good / Excellent (Combined %)</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usefulness of transfer fairs</td>
<td>64.6%</td>
<td>33.3%</td>
<td>98.0%</td>
</tr>
<tr>
<td>Usefulness of transfer workshops</td>
<td>69.5%</td>
<td>27.4%</td>
<td>96.8%</td>
</tr>
<tr>
<td>Helpfulness of representatives from transfer institutions</td>
<td>66.3%</td>
<td>28.7%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Availability of representatives from transfer institutions</td>
<td>55.1%</td>
<td>37.8%</td>
<td>92.9%</td>
</tr>
</tbody>
</table>
Changes since last quality review

Please provide a comparative analysis of current results with the previous cycle.

<table>
<thead>
<tr>
<th>Student satisfaction with:</th>
<th>2006 Percent Responding Good / Excellent (Combined %)</th>
<th>2009 Percent Responding Good / Excellent (Combined %)</th>
<th>Percentage of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>82.7%</td>
<td>94.5%</td>
<td>+11.8%</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>96.4%</td>
<td>98.2%</td>
<td>+1.8%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>97.6%</td>
<td>96.3%</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>98.8%</td>
<td>99.1%</td>
<td>+.3%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>96.3%</td>
<td>93.5%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>98.8%</td>
<td>92.5%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>100%</td>
<td>95.4%</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Department-specific indicators (if applicable):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness of transfer fairs</td>
<td>91.1%</td>
<td>98.0%</td>
<td>+6.1%</td>
</tr>
<tr>
<td>Usefulness of transfer workshops</td>
<td>87.3%</td>
<td>96.8%</td>
<td>+9.5%</td>
</tr>
<tr>
<td>Helpfulness of representatives from transfer institutions</td>
<td>93.9%</td>
<td>95.0%</td>
<td>+1.1%</td>
</tr>
<tr>
<td>Availability of representatives from transfer institutions</td>
<td>91.4%</td>
<td>92.9%</td>
<td>+ 1.5%</td>
</tr>
</tbody>
</table>

The most significant change in student satisfaction with the Transfer Center services are in the hours of operation, staff helpfulness, staff knowledge, overall quality of service and the usefulness of transfer fairs and transfer workshops.

The above chart shows that students are considerably happier with the current hours of operation as compared to those from the previous review. In 2006 the Transfer Center closed at 5:00 pm daily. Therefore there was no access to computers for transfer research or counseling services in the evening hours. As a result of the 2006 Student Services Quality Review (SSQR), the Center was opened until 7:00 pm Monday through Thursday and staffed with part-time counselors. Due to budget cuts, beginning fall 2009, the Center cut the hours back to 6:00 pm. Although the Center is not open as late as before, it is still able to provide some service for evening students which may account for a portion of the large increase in student satisfaction with the hours of operation.

The students expressed less satisfaction with staff helpfulness, staff knowledge and overall quality of service than reported in the previous cycle. When the 2006 SSQR was conducted the Transfer Center was located in the Fine Arts Building. It was a much smaller space and had only four computers available for student use. In addition to the two full time staff members and a 60% director, there was a student assistant and a counseling intern who had been working in the Center for a considerable time and were therefore well trained to assist students with making appointments and researching in the Center. While most of the students who worked in the Center over the years were on work study or members of the CARE Program, the Center had a budget
allocation to pay a percentage of the wages for CARE students and to pay the work study students when their financial aid funds ran out. Also, in most years additional funds became available from Financial Aid to extend work study hours when the students had reached their maximum. As a result, student workers often worked in the Center for as long as they attended Cypress. Currently, we no longer have budget to pay for part-time workers and are completely dependent on financial aid or CARE Program funds to pay for student assistants. In addition, the demand for financial aid is currently so great that no additional funds are available to extend hours. While there are more students available to work, they have been granted fewer hours. This causes a very rapid turnover in personnel which also necessitates almost continual training resulting in part-time staff members that are not as knowledgeable or helpful as those employed in 2006.

Since the move to the Student Services Building in 2008, the Transfer Center has seen a tremendous increase in student contacts. In 2007 – 2008 the Transfer Center had 8312 student contacts. In contrast, in 2008 -2009 there were 18,721 student contacts. These numbers do not include telephone calls, emails and requests for general information at the reception desk. The full time staffing level has remained the same. In addition, we went from four computers to 24 computers that are shared with the Career Planning Center. This has vastly increased the number of students that are in the Center at any given time and consequently the number of requests for assistance. The former location was not as accessible as the new Center and with the limited computer availability students did not use it as an open lab. With the increase in computer availability, students utilize the Center for homework assignments as well as career and transfer research. Many of the requests for assistance involve formatting papers, instruction on Microsoft Office software, assistance with completing FAFSA applications, creating email accounts, problems with passwords, and help with Blackboard course sites issues. These are not issues we address. Finally, there have been continual operational problems with the computer system installed in the lab. It requires almost constant monitoring and troubleshooting. The problems are often beyond the expertise of the staff and require frequent intervention by Information Technology staff to keep the system functioning. As a result, some students perceive the Transfer center staff as being less helpful and/or knowledgeable than before.

On a positive note, current students reported that they found the transfer fairs and transfer workshops significantly more useful than students did in 2006.
### Student Learning Outcomes

Please provide a summary of Student Learning Outcomes according to the Five-Column Model for the department.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission &amp; Goals</td>
<td>Intended Outcomes</td>
<td>Means of Assessment and Criteria for Success</td>
<td>Summary of Data Collected</td>
<td>Use of Results</td>
</tr>
</tbody>
</table>

Student Services within the North Orange County Community College District will provide the necessary student services to ensure learning success (NOCCCD Strategic Plan, Goal 2).

The student services at Cypress College provide support services that maximize the potential of prospective and current students to achieve academic and career success (Student Services Mission Statement).

The mission of the Cypress College Transfer Center is to provide a variety of services to facilitate the preparation and transfer of students, especially those who are historically and currently underrepresented in the transfer process.

As a result of a Transfer Center tour, students will be able to articulate the Transfer Center services and the resources available to students.

Students will complete a point of service survey at the end of the tour. 75% of students surveyed will be able to list a minimum of three Transfer Center Services and three resources available in the Transfer Center.

The mission of the Cypress College Transfer Center is to identify, contact and provide transfer support services to our student population. In pursuit of this goal we provide information about our services to visiting classes, assist with online applications and transfer research, arrange transfer fairs and appointments with visiting university

### Faculty/Staff Involvement

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

The SSQR process involved all of the staff in the Transfer Center with the exception of the articulation officer. The Student Services Specialist, Student Services Technician and the Transfer Center Director conferred on the department-specific indicators prior to the data collection. All support staff, including the student workers, participated in data collection. The director, specialist and technician worked together on the report.

### Narrative

Reflect on standards met and any standards not met.

**Standards Met**  – To be used when department wants to improve on an indicator even though a standard for this indicator has been met. Use this section to briefly reflect upon major accomplishments.

The primary improvement that could be made is to increase the number of students who are touring the Transfer Center by advertising tours to the faculty.
representatives, maintain a reference library and present transfer related workshops. The Center is staffed with two full time classified staff members, a 60% Transfer Center Director who is counseling faculty, a full time Articulation Officer who is counseling faculty and various part-time work study and CARE Program student assistants.

The purpose of this survey was to measure student satisfaction with the services offered by the Transfer Center. Students were asked to respond to nine items relating to the Transfer Center and two items that related to visiting university representatives. The results are based on 111 surveys that were collected over a four week period during the fall 2009 semester. All of the indicators were well above the college standard for success.

Among the major accomplishments includes the move to the Student Services Building and installation of 24 computer workstations shared with the Career Planning Center. Another accomplishment is the hours of operation. This was the lowest indicator in the 2006 SSQR and increasing the hours of operation was a stated goal. As a result, the hours were adjusted to include four evenings a week. Current budgetary constraints have again resulted in reduced hours. Although, there are fewer hours available to students, the recent cuts were done during low traffic times thereby lessening the impact on students. The topics of the transfer workshops have been expanded and they have been favorably received. The transfer fairs have also been relocated and the students reported an increased usefulness of them.

**Standards Not Met** – Please provide any insight into significant challenges or obstacles that may have contributed to low student satisfaction. Identify the types of changes necessary for improvement.

While all of the indicators were considerably above the required 75% of favorable responses, there are some areas of concern. In comparison with the 2006 SSQR results, staff helpfulness and knowledge declined several points. In recent semesters, the Center has had a large turnover in part-time staff as detailed above. In addition, there was a 125% increase in the number of student contacts in 2008-2009. While the results indicate a need for additional training and supervision, the increased number of student contacts leaves less time available to train new staff. This problem could be alleviated with additional permanent staff or budget to supplement current funding sources so consistency of part-time staff can be maintained.

Another issue is the lack of transfer counselors. The only counselor assigned to the Transfer Center is the Transfer Center Director who is 60% in this assignment. In addition to directing the activities of the Center, the director teaches classes and is the designated Honors Program Counselor which comprises the remaining 40% of her time. This does not leave much time for students with specific questions about transfer. All of the counselors at Cypress College help students with transfer. However, students come to the Transfer Center on a daily basis asking to see the “transfer counselor”. This has been a goal in the Transfer Center Plan for several years and is still unrealized. The Transfer Center needs to have additional, specialized counseling available.

Finally, the staff participated in the most recent classified needs survey and wrote a proposal for an additional Student Services Technician to assist the Articulation Officer. However, it was not prioritized high enough to receive funding. Currently the Articulation Officer depends on the Transfer Center Specialist and work study students to provide clerical assistance. With the tremendous increase in student contacts in the Center, the Transfer Center Specialist is needed to assist students on a more regular basis. While work study students are helpful there is a continuous training issue due to high turnover. Articulation is at the heart of the transfer process and affects every student who transfers to a four year school. In addition, it is extremely detailed and technical with a long learning curve. There are some tasks that require the skill and consistency of a Technician. Having full time reliable, professional assistance will free the Articulation Officer to update current agreements and create new ones especially with the California independent colleges and universities.
Previous Review Goals and Objectives

Please describe if the goals and objectives identified in the previous review was met or not. Please provide explanations if the goals were not met.

I. Goal: Create a campus wide transfer culture

1. Objective: Present 3 – 5 major specific transfer fairs per year.
   Not met – several major specific fairs have been held in the academic buildings but they were not well attended by university representatives or students. The general fairs are more successful.

2. Objective: Meet with instructional divisions to promote class presentations on Transfer Center services.
   Met – Don’t Cancel That Class was implemented to do class presentations when an instructor is absent. It has been advertised at Opening Day and through flyers to faculty.

3. Objective: Update faculty Transfer Handbook and distribute to all faculty members
   Met – A staff development workshop on “How to Help Your Student Transfer” was held but only a few faculty members attended. Copies of the Transfer Handbook were distributed to new faculty members with a welcome letter.

4. Objective: Increase the number of students visiting universities
   Met – Since the One Time Funding Request to pay for vans and buses was not granted, the staff has entered into an agreement with Fullerton College Transfer Center to allow ten Cypress students to accompany them on their university visits.

5. Objective: Submit One Time Funding Request for funds to rent buses and vans
   Met – A One Time Funding Request was submitted but was not approved.

II. Goal: Increase counseling services in the Transfer Center

1. Objective: Submit request for funds for adjunct counseling faculty to reopen Transfer Center in the evenings
   Met – funds were allocated and four part-time counselors were hired to provide counseling in the Transfer Center four nights a week. Unfortunately, budgetary concerns made it impossible to continue to offer these services.

2. Objective: Submit proposal to the Dean of Counseling and Student Development for an additional full time counselor assigned to the Transfer Center
   Met - The proposal was submitted but no one has been assigned to date.

   Objective: Continue to develop counseling internship program with at least one intern each semester
   Met – We continue to offer internships for graduate students. However, the number of interns available varies greatly each year.
Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form).

I. Goal: Increase counseling services in the Transfer Center

Supports Strategic Direction (if applicable): Direction 2; Goal 2

1. Objective: Submit a full-time faculty request for a counselor for the Transfer Center
   1.1 Person(s) responsible: Dean of Counseling and Student Development
   1.2 Timeframe: 2011 - 2012
   1.3 Fiscal resources needed: $75,000

2. Objective: Continue to develop counseling internship program with at least one intern each semester
   2.1 Person(s) responsible: Transfer Center Director
   2.2 Timeframe: Ongoing
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

II. Goal: Improve customer service in the Transfer Center

Supports Strategic Direction (if applicable): Direction 4; Goal 2

1. Objective: Submit a classified needs assessment for an additional Student Services Technician for the Transfer Center
   1.1 Person(s) responsible: Dean of Counseling and Student Development and Transfer Center Director
   1.2 Timeframe: 2012-2013
   1.3 Fiscal resources needed: $53,000

2. Objective: Submit a classified needs assessment for an Articulation Technician
   2.1 Person(s) responsible: Dean of Counseling and Student Development and Transfer Center Director
   2.2 Timeframe: 2011 - 2012
   2.3 Fiscal resources needed: $53,000

3. Objective: Create training manual for part-time staff.
   3.1 Person(s) responsible: Transfer Center Director, Specialist, and Technician
   3.2 Timeframe: Spring 2010
   3.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

4. Objective: Create a campus resource guide for students
   4.1 Person(s) responsible: Transfer Center Director, Specialist, and Technician
   4.2 Timeframe: Spring 2010
   4.3 Fiscal resources needed (if not applicable, indicate “NA”): NA
5. **Objective:** Improve customer service with the aid of functional technology  
   5.1 Person(s) responsible: Dean of Counseling and Student Development and Information Technology Manager  
   5.2 Timeframe: Spring 2010  
   5.3 Fiscal resources needed: $27,000

III. **Goal:** Revise UC TAG Procedure  
   Supports Strategic Direction (if applicable): Direction 5; Goal 2

1. **Objective:** Evaluate current procedure and make appropriate revisions  
   1.1 Person(s) responsible: Transfer Center Director  
   1.2 Timeframe: Fall 2010  
   1.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

2. **Objective:** Create a checklist for each TAG program  
   2.1 Person(s) responsible: Transfer Center Director  
   2.2 Timeframe: Fall 2010  
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

3. **Objective:** Advertise and present pre-TAG and TAG workshops  
   3.1 Person(s) responsible: Transfer Center Director, Specialist, and Technician  
   3.2 Timeframe: Fall 2010 and Spring 2011  
   3.3 Fiscal Resources needed (if not applicable, indicate “NA”): NA

4. **Objective:** Train a counselor to evaluate student transcripts for TAG Agreements  
   4.1 Person(s) responsible: Transfer Center Director  
   4.2 Timeframe: Fall 2010  
   4.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

IV. **Goal:** Archive historical course outlines  
   Supports Strategic Direction (if applicable): Direction 5; Goal 2

1. **Objective:** Purchase a high volume scanner for the Articulation Office  
   1.1 Person(s) responsible: Articulation Officer  
   1.2 Timeframe: Spring 2010  
   1.3 Fiscal resources needed: $750

2. **Objective:** Scan historical course outlines for archive  
   2.1 Person(s) responsible: Articulation Officer  
   2.2 Timeframe: 2011-2012  
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): NA
**Additional resource requirement identified by the results of the Quality Review**

Identify the resources needed by the department. The resource identification process should link the findings of survey with SLOs and departmental mission. The resource needs should address two distinct areas:

- Facilities – Since the move to the Student Services Building in May 2008, the facilities are adequate.
- Technology
  - The Transfer and Career Planning Centers need 24 functional computer stations for student use. The mission of the Cypress College Transfer Center is to provide a variety of services to facilitate the preparation and transfer of students, especially those who are historically and currently underrepresented in the transfer process. Among those services are computers for transfer and articulation research and application workshops, the success of which depends on reliable computer access.
  - The Articulation Office needs a high volume scanner.

**Fiscal resources and planning**

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

**Goal: Increase counseling services in the Transfer Center**: Fiscal resources needed: $75,000

- The resources identified will be used to hire a full-time counselor for the Transfer Center if highly prioritized through the faculty request process. This will increase the counseling services, class visits and workshops that the Center can provide resulting in an increase of student awareness of the transfer process and Transfer Center Services. In addition, students will receive transfer counseling services in a timelier manner.

If the resources are not available, the Center could partially achieve this goal if a presently employed counselor is assigned to the Transfer Center for a minimum of 25%.

**Goal: Improve customer service in the Transfer Center**

**Objective: Submit a classified needs assessment an additional Student Services Technician for the Transfer Center**: Fiscal resources needed: $53,000

- The Student Services Technician is the front line resource for assisting students in the Center. If approved, the addition of a trained, permanent Student Services Technician will increase the assistance available to students and provide consistent accurate information therefore addressing the lower scores on staff knowledge and helpfulness.

While there are some immediate changes that can be made to increase understanding of the function and services of the Center, without professional staff many of the current problems will continue to exist. The increase in student contacts and lack of additional staff inevitably reduces the level of customer service that can be provided.

**Objective: Submit a classified needs assessment for an Articulation Technician** Fiscal resources needed: $53,000

- Articulation agreements are at the heart of the transfer process. They increase options for students, facilitate transfer, and shorten time to degree. They are also extremely detailed and technical. If approved, this position will be utilized to provide consistent, technically trained assistance to the Articulation Officer with clerical tasks that are beyond the skill and expertise of student workers. This will free the Articulation Officer to provide more training to faculty and counselors, pursue new
agreements and increase existing articulation particularly with California independent colleges and universities.

Without the addition of an Articulation Technician this goal will not be realized.

Objective: Improve customer service with the aid of functional technology

- In 2007-2008, the Transfer and Career Planning Centers were funded through a one-time funding grant for 24 computers and 12 printers to create a shared computer lab. The decision was made by the Information Technology (IT) department to purchase a server and thin clients to meet this need. While, it appeared to be a cost effective solution, there have been continual problems with the function of the system. Several times a week they randomly shut down, they power up in the morning and then shut down immediately, the printer drivers disappear from the server, flash drives stop working, they freeze, they revert to previous sign-in protocols which require IT intervention to reset to the current protocol, and printers randomly print pages of script. These problems often occur when classes are researching in the Centers as well as during open lab time and first thing in the morning. This causes a great deal of frustration for students, instructors and staff not to mention the cost of paper and toner for the printers. Troubleshooting the computers has become a major drain on the time of the Transfer and Career Planning Centers staff further impacting their ability to assist students. This relates directly to the lower rating on staff helpfulness and knowledge since the problems often cannot be corrected without IT intervention which takes time to arrange. The Centers need to have functional and reliable computers for student use.

The Transfer and Career Planning Centers will utilize the functional computer lab to serve students more consistently and effectively. The lab is used for class presentations, transfer workshops, and class required student research as well as an open lab for student use. With functional computers the lab will be more available for student use and increase customer service in the Transfer Center.

While there are some immediate changes that can be made to increase understanding of the function and services of the Center, the availability of reliable computer resources is vital to the efficient operation of the Transfer Center and is its most used resource. If resources are not immediately available to remediate these problems, the goal of increasing customer service in the Transfer Center will not be realized and the function of the Center will be severely compromised. In addition, it will damage the credibility and reputation of the Center likely resulting in less support and use by instructors and students. It cannot be stressed enough how important reliable computers are to the operation of the Center.

Goal: Archive historical course outlines

Objective: Purchase a high volume scanner for the Articulation Office: Fiscal resources needed: $750

- In December 2009 the Fine Arts Counselors will be moving into two of the Transfer Center Offices. Currently historical course outlines are stored in these offices and need to be moved. Since storage space is at a premium, the best solution is to scan the outlines and archive them electronically. To do this effectively a high volume scanner is needed. The Articulation Officer will use the scanner to implement an archive system for historical course outlines that is easily accessed as needed.

If a scanner is not immediately available, an alternative storage plan will need to be implemented. While the paper outlines can be stored in another location, the Articulation Office will not have
immediate access to them thereby slowing response time for any information requests and again affecting the customer service perception of the Transfer Center.

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