Cadena/Transfer Center:

• Program Review Non-instructional Cycle F 2015
Cadena/Transfer Center

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2,
PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource
Requests

Date: 05/16/2016

Sorted by: Program

Cadena/Transfer Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Cadena/Transfer Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:
The Cadena Cultural and Transfer Center plays an important role in the college's overarching mission to prepare students to be successful learners by providing services that both enhance awareness and appreciation of diversity and facilitate transfer to four-year colleges/universities. The unique combination of a multicultural center and transfer center also serves as a safe space that is welcoming to all students, which is a critical component for student success.

Cadena Cultural Center

• The center strives to be the nexus for the campus community to engage in conversations and action to enhance multiculturalism at Fullerton College. Knowledge of and appreciation for diversity enhances students' educational experience and prepares them to be successful learners within an increasingly diverse and global community. The center sponsors and co-sponsors events throughout the academic year and promotes diversity events coordinated by other entities on campus. Worldfest, a campus wide celebration of people, culture, and the Earth is the largest event coordinated by the center annually.

Transfer Center

• The Transfer Center's mission is to provide services that enhance awareness of and facilitate transfer to colleges and universities. To meet this mission, the Transfer Center provides the following services: counseling, advising, college fairs, tour of California colleges and universities, informational transfer seminars, application workshops, and resources to assist students with exploring their transfer options. These activities help guide students in their pathway towards achieving a bachelor's degree and becoming successful learners at Fullerton College and at their transfer institutions.

Vision:
Cadena Cultural Center

• The Cadena Cultural Center strives to create a community that promotes inquiry, intellectual curiosity, and personal growth amongst students from diverse backgrounds and

experiences. For example, the center hosts forums that provide a venue for students to discuss their educational experiences at Fullerton College as well as for the campus community to address diversity issues that affect our community.

Transfer Center

• The Transfer Center supports Fullerton College's vision to promote inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning by providing services that help students explore, prepare, and succeed in their transfer plans. The staff at the center strives to guide and support students through every step of the transfer process. Further, students who attend our Transfer Basics Seminars or Application Workshops Series are challenged to thinking critically about their options regarding transfer institutions and majors, as well as, how to properly prepare and apply for transfer.

Core Values:
In the delivery of services and programming, staff displays behaviors that exhibit personal integrity and high ethical standards as well as valuing and promoting the well-being of the entire campus community.

Cadena Cultural Center

• The Cadena Cultural Center supports the core values of the college to elevate excellence in serving the needs of its diverse student population. Through celebrations that honor heritage, history, and diversity, the center embraces the core values of respecting and valuing the diversity of the entire Fullerton College community. For example, each year the center coordinates Worldfest, a campus wide participatory celebration of world cultures, diversity, and the Earth. The primary purpose of Worldfest is to educate and celebrate diversity within the community and across the globe, as well as to raise awareness of the importance of current environmental issues. In addition, the center serves as a resource for the campus community on matters of diversity and culture and for the last two years has worked with Fullerton College Staff Development to host a training seminar for part and full time faculty on how to create LGBT-friendly classrooms.

Transfer Center

• The center supports and expects every staff member to continue their professional growth and learning and thus provides staff training covering topics such as EEO, sexual harassment, handling troubled students, and diversity in the workplace. Everyone in the center is expected to display behavior in accordance with personal integrity and high ethical standards including guiding students to arrive at their own decisions regarding transfer and helping them take responsibility for their transfer process.

College Goals:
Cadena Cultural Center

• Since 2009, the Cadena Cultural Center has worked with students from underrepresented groups to host student-led forums such as: Latino Students Forum, LGBTQ+ Students Forum, Black Students Forum, Immigrant Students Forum, and the Veteran Students Forum. The primary purpose of these forums is to solicit information from student groups about their educational experiences at Fullerton College and to encourage students to form support networks. Information captured from these forums provides the administration with insight into the challenges faced by these students and supports Goal 2 to reduce the achievement gap. A summary of these forums was forwarded to the Dean of Counseling and Vice President of Student Services in 2013, and it was included in the Diversity Committee newsletter for 2013-

2014 and 2014-2015.

Transfer Center

• The Transfer Center develops programs and services to assist students with the transfer process which support Goal 1 to increase student success and in particular, Objective 4 "Increase the number of transfers." All of the services offered by the Transfer Center assist students in their transfer planning and clearly meet this goal and objective. For example, students who attend our *Transfer Basics 101: Transfer to the CSU & UC* consistently show an increase in awareness and knowledge of the transfer requirements to our most popular university systems as evidenced by the outcomes of our surveys.

PR Section 4.1 - 4.2

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4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	**(SAO)** The CTC will incorporate student feedback when planning future programs/events and gauge students' satisfaction with our services.	May 2015	May 2015	2015-2016 academic year	Once every year during the spring semester
2.	**(SLO)** Students who attend transfer presentations will increase their knowledge of basic UC and CSU transfer requirements and	Spring 2015	May 2015	2014-2015 academic year	This SLO was measured three times during the academic year

	application deadlines.				
3.	**(SLO)** Students will experience an increase in awareness about Cadena forum/seminar target group or topic.	February 2014 and March 2014	February 2014 and March 2014	2014-2015 academic year	Each forum assessed individually once every academic year during spring semester

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. The CTC will incorporate student feedback when planning future programs/events and gauge students' satisfaction with our services.	CTC disseminated a student survey to determine satisfaction with our services as well as to receive feedback and suggestions for improvement and future programming.	CTC administered a Year End Survey towards the end of the 2015 spring semester. Questions and statements focused on student satisfaction with services as well as feedback for future improvements for both cultural and transfer related services and events. 84 % of respondents agreed or strongly agreed that the CTC staff are "friendly and knowledgeable" and 63% rated the overall quality of services as "excellent".	Based on the survey results, the CTC increased publicity of services and events through various social media outlets, increased the number of transfer related workshops offered and offered them at different times to accommodate a larger number of students, including Saturdays, and is planning to visit additional campus as suggested in the surveys.
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Students who attend transfer presentations will	A pre and post-test with 10 questions about basic UC and	A total of 79 students participated in the pre and post surveys. The	The results indicate that the transfer presentations are

increase their knowledge of basic UC and CSU transfer requirements and application deadlines.	CSU transfer requirements and application deadlines was administered to students. Students will show improvement of at least 30% on the post-test.	average improvement on the post survey was 38.8%, indicating a significant increase in transfer knowledge. In addition, zero students answered 100% of the questions correctly on the pre-survey, but 33 of them answered all questions correctly on the post survey.	effective in teaching students about transfer requirements and deadlines. We will continue to provide this service to students and increase the number of presentations available as staffing permits.
2. Students will experience an increase in awareness about Cadena forum/seminar target group or topic.	Surveys were collected after each student forum.	Three student forums had a student learning outcome that focused on the increase in awareness about a specific target group or target. For the Black Student Forum, 100% (strongly agree and agree) indicated they experienced and increase in their awareness of the opportunities and challenges that Black students face. Additionally, for the LGBT Forum, 96% (strongly agree and agree) reported an increase awareness of the opportunities and challenges LGBT students face and for the Asian Pacific Islander Student Forum, 69% (strongly agree and agree) indicated an increase awareness of the opportunities and challenges Asian Pacific Islander students face.	We will continue to facilitate the student forums and share results with the Diversity Committee to address the needs of our student populations.

PR Section 4.3 - 4.6

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4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements <u>in services</u> provided to students by this program?
Some of the improvements made to our center based on our assessment of SAOs include having additional application workshops (in fall 2015 we doubled the amount offered over the previous fall), pursuing additional social media outlets such as instagram, and expanding our hours during selected evenings and Saturdays during the fall 2015 semester.

4.4 How has assessment of SLOs led to improvements <u>in student learning and achievement</u>?
By assessing our SLOs, we found that our workshops and presentations are effective in helping students understand critical transfer requirements and deadlines that they were previously unfamiliar with. This should lead to a more informed transfer applicant pool and subsequently, more successful transfers. In addition, students self-report an increase in awareness of Cadena forum topics and that they think these events should continue to be offered. These events allow students to explore topics they may not otherwise be exposed to and contribute to a diversity consciousness and sense of belonging at the campus.

4.5 What challenges remain to make your program SAOs/SLOs more effective?
While we have made improvements in identifying and assessing SLOs related to transfer, it is more challenging to do so for the Cadena Cultural events. The forum topics vary and are often free flowing ideas/thoughts identified by students, so it is difficult to assess with a pre and post survey. We have to rely on students' self-reported sense of learning about the seminar topic.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)

SAO1 is linked to the college's Goal 1- to promote student success and the objective of increasing transfers by taking into consideration student feedback and suggestions to further improve how we support students to successfully navigate the transfer process.

Similarly, SLO1 is linked to Goal 1- to promoting student success and the objective of increasing transfers by helping students understand critical transfer requirements and deadlines. We expect that this directly impacts the preparation of our transfer students and thereby, the success of their transfer process.

Lastly SLO2, is linked to the college's Goal 2- reduce the achievement gap and Goal 3- strengthening connections with the community. Forums are an opportunity for student groups to report on the challenges they are experiencing and resources they need to be successful. These events also engage students in conversations surrounding diversity issues, fostering a greater sense of understanding and community.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

SLO1 supports institutional SLO #2: "Critical Thinking and Information Competency". By enhancing their understanding of transfer requirements and deadlines, students gain

competency in transfer terminology and processes, and they learn to think critically about the steps they need to take to make progress towards their transfer goals.

SLO2 supports institutional SLO # 3: "Global Awareness". The student and general forums provide an opportunity to learn about the experiences of students with different backgrounds and at the same time, empower students to have a space to voice their concerns.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

We have developed various surveys to record student recommendations, measure student satisfaction and also to measure the level of awareness and knowledge that students have gained from cultural and transfer related events and services. The SARS software has also allowed us to track how our services are being utilized as well as the frequency of visits.

    B.   What do the results of the above methods of assessment indicate about the effectiveness of the program?
As indicated in the chart above, our assessments indicate students found our center staff to be "friendly and knowledgeable" and that our services were "excellent".

     C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.
As indicated in the chart above, data collected from student surveys led us to increase publicity of services and events through various social media outlets, increase the number of transfer related workshops offered and offered them at different times to accommodate a larger number of students, including Saturdays, and we are planning to visit additional campuses in 2015-2016.

PR Section 6.0 SAP w/o Resource Requests

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Action Plans

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Improve attendance for Cadena Cultural Center events and improve the quality and number of these events by hiring a classified specialist.
List College goal/objective the plan meets:	College Goal # 2: Fullerton College will reduce the achievement gap. Objective #2,3,and 4: Increase the retention, success and persistence rate of Hispanic and African-American students ISLO #3: Global Awareness

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A designated Cadena Cultural Center Specialist would be able to do more outreach/advertising for our events and would allow us to collaborate with the campus community to bring additional diversity events to campus.
What *Measurable Outcome* is anticipated for this SAP?	This SAP can be measured by tracking the number of outreach presentations and events coordinated and co-sponsored by the center. Student surveys will also be collected to measure whether the events are helpful or effective.
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP can only be accomplished with the financial resources to hire a Cadena Center Specialist.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Institutionalize the Northern California University Tour
List College goal/objective the plan meets:	College Goal #:1 Fullerton College will promote student success Objective #4: Increase the number of transfers
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Over the years the Transfer Center has needed to request funds from categorical programs or grants in order to provide this opportunity for students to visit out of area campuses including UC Berkeley, Davis, Santa Cruz, Santa Barbara as well as San Francisco State. By allocating general funds for this purpose the campus would ensure that this opportunity is available to students every year. The timeframe for this would be every summer for 3-4 days.
What *Measurable Outcome* is anticipated for	A measurable outcome would be to

this SAP?	increase students' awareness of student life and transfer admissions requirements for the campuses that are visited.
What specific aspects of this SAP can be accomplished without additional financial resources?	This activity can only be completed if funds are allocated and included as part of the Transfer Center's general fund budget.

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Improve and expand transfer services by hiring a classified administrative assistant.
List College goal/objective the plan meets:	College Goal #:1 Fullerton College will promote student success Objective #4: Increase the number of transfers
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Hiring an administrative assistant will allow the center to have consistent and well trained staff at the front desk throughout the year. This will improve the services provided to students who visit the center and would facilitate having extended and weekend hours. The current 13-week and 26 hour restrictions related to hiring adult hourlies means that the director and coordinator are constantly hiring and training new staff and the center is left without a front desk staff member for several weeks during the year. These restrictions also limit the opportunities to have adult hourlies provide coverage during extended hours and/or weekends. The hiring process should take place in the spring or summer of 2016 so that the new staff member is in place by August 2016, in preparation for the 2017-2018 UC and CSU application filing period.
What *Measurable Outcome* is anticipated for	A measurable outcome of this SAP would

| this SAP? | be to increase the number of students who we are able to serve during extended hours and weekends. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | None, general funds are needed in order to hire a full time administrative assistant. |