

Santiago Canyon College  
Student Services  
Student Learning Outcomes Annual Report 2009-10

**1. Program Name:**

Transfer Center

**2. Program-Department Mission Statement:**

Santiago Canyon College Transfer Center provides resources, services, trained specialists and counselors to assist students who are preparing to transfer to a four-year college or university.

**3. Student Learning Outcome(s)**

As a result of participating in the SCC Transfer Center's Cal State University Application workshop, students will be able to submit a CSU application which is accurate in six critical areas (described below).

**4. Methods**

The Cal State University application requires students to answer a variety of questions about their personal and academic history. As part of the SCC Transfer Center's CSU Application Workshop, the students' transcripts are evaluated in advance and the answers to several key questions about transferable GPA and specific course history are provided by the staff.

In addition to those answers already provided by the staff, participating students must follow the directions given in the workshop to accurately complete other essential sections of the application. These sections include indicating the total number of transferable units completed at all schools, residency history and status, college enrollment history, college courses in progress, college courses planned, and indication of completion or plans to complete four essential general education courses.

Over many years of assisting students with CSU applications, we have observed that these areas have often been trouble spots, even for some who have participated in the application workshops. In fall 2009, the Transfer Center extended the length of workshops and increased the number of staff members participating in each session. These measures were taken in part to accommodate slightly larger groups of students, but also to provide better service and the ability to answer more questions, which should lead to greater accuracy on students' applications

**5. Implementation of Assessment Process:**

Students who participated in application workshops were asked to print and hand in a summary of their completed application. Unfortunately, only six students followed through in providing these application summaries. One student provided summaries for applications to three campuses, but once the first has been submitted the CSU web site automatically copies most key data into any other apps, so these additional applications were not considered for this report as they would simply duplicate the previously

established results. The Transfer Center Coordinator then evaluated each student's academic record and compared it to the information reported in their application to verify the accuracy of self-reported data and the students' success in following the directions given during the workshop. Multiple questions on the application are combined to establish the student's residency history, so those areas were checked to ensure that the answers provided a clear and consistent record. If any areas were not completed as instructed, the nature of the error was noted.

## **6. Results**

Through participation in the workshop, most students were able to successfully complete applications that met the CSU guidelines.

- The evaluation showed that among the six students and six areas being analyzed, thirty-three out of thirty-six areas were completed correctly, for a 91.6% accuracy rate.
- Four of the six students completed all sections perfectly.
- One student indicated plans to take two courses which appear to have overlapping content in the spring semester at two different campuses. This duplication could raise a red flag for university evaluators, though it does not appear to impact the student's transfer eligibility or general education certification.
- The final student indicated having taken one of the "Golden Four" general education courses in a semester in which she was not actually enrolled. This was a relatively minor mistake, as she had actually taken the course a year later than indicated, but the small discrepancy could delay processing of her application. More significantly, after submitting her application the student changed a planned course from a life science class to one in physical science, a category which she had already completed. This error will mean she cannot receive general education certification, and could also impact the processing of her application.

Unfortunately, the Cal State Universities share very little admission data, and the information that is provided is generally delayed for many months and comes in aggregate form only. Due to that obstacle, we do not have records of these specific students' success or difficulties in gaining admission.

## **7. Decisions and Recommendations**

In consultation with students and staff who participated in the workshops it was agreed that the CSU Application Workshops were very successful in assisting students with submitting complete and accurate university applications. In this first attempt to quantify the level of effectiveness, there were some flaws in the assessment process, but these problems do not undermine the value of the workshops themselves.

Recommendations for future workshops and assessment include:

- 1) Greater emphasis on student participation to generate a larger sample size.
- 2) Greater stress on the careful consideration of planned courses and their impact on CSU admissibility.
- 3) If the CSU ever begins providing student-specific transfer data, as the University of California does, it might prove useful to design a longitudinal study to compare the transfer admission rates of those students who participate in these workshops versus those who submit their application without assistance from the Transfer Center.