

Executive Summary and Action Plan

Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment
TRANSFER SUCCESS CENTER at Community College of Denver
May 1, 2015-July 31, 2015

The Self-Assessment Process

SUMMARY OF PROCESS:

The Transfer Success Center developed a team of internal and external stake holders. We collected and created a table of contents and outline of evidence based documents that the team would need to complete the assessment. Each team member read and discussed, as a team, the CAS guidelines and standards for TSPS. The CAS team divided up the 12 parts amongst the team members. We integrated, part 2, programming into the remaining parts. Programming in integrated into every aspect of the Transfer Success Center's assessment. Each team member emailed the facilitator/point of contact on the TSC tem to compile evidence/documents for the final report. Facilitator/point of contact created a template for the assessment of TSPS. Finally, TSC held a team meeting and discussed expectations for the final report. Lastly, the facilitator/point of contact reviewed the report with the initial facilitator.

WHO WAS FACILITATOR AND ON REVIEW COMMITTEE

TSC CAS Standards Team			
Name, Title	Department & Role in CAS	Email/Phone Number	Institution
Elizabeth Collins, Academic Coordinator	TRIO, Experienced Assessor	Collins, Elizabeth Elizabeth.Collins@ccd.edu 303.556.4964	CCD
Cortney Paddock, Transfer Specialist	Transfer Success Center, Assessor	Paddock, Cortney Cortney.Paddock@ccd.edu 303.352.3312	CCD
Shantel Torres, Program Assistant	TRIO EOC, Assessor	Torres, Shantel Shantel.Torres@ccd.edu 303.352.3178	CCD
Luke Jackson, Admission Counselor	Colorado MESA University, Assessor	ltjackso@coloradomesa.edu 303.503.9978	Colorado MESA University, CMU

Monica Bellaire, Educational Access Specialist	Educational Opportunity Center, Assessor	Bellaire, Monica Monica.Bellaire@ccd.edu 303.352.3170	CCD
Theresa Gatewood,	Transfer Success Center, Facilitator	Theresa Gatewood Theresa.gatewood@ccd.edu 303.352.3317	CCD
Melissa Sypniewski Operations Support Staff	Transfer Success Center, Facilitator/ Point of Contact	Melissa Sypniewski Melissa.Sypniewski@ccd.edu 303.352.3311 or 303.556.2461	CCD

Component Areas Overview

Part 1: Mission

The mission is intentionally designed and seems to meet requirements for CAS. While interviewing Monica she gave many different examples of services the transfer center provides to students to introduce the students to new institutions with in the state and nationally. Guiding students to numerous opportunities for growth and experiences that will enable them to understand the educational and transfer process. Benefits of being involved with this center will offer many learning experiences to determine the best path to choose as they transfer after attending CCD.

Documents reviewed:

- Transfer Center Brochure
- Interview with Monica Bellaire.

Part 2: Program

Part 3: Organization and Leadership

The Transfer center employee’s knowledgeable staff that will assist students to understand the process of transferring. They have over 50 on going relationships with other institutions. They employee students to assist and mentor other students to be successful.

Documents reviewed:

- Clarification of Office Expectations and Consequences for Non-Compliance document
- Transfer Success Center Office Assistant Job Description (Work Study)
- Transfer Peer Mentor Job description
- Transfer peer Mentor Guideline Signature Form pages 1-7
- Professional Development Procedures – Hourly and Work study
- Interview with Monica Bellaire who previously was the peer mentor

Part 4: Human Resources

The transfer center is in need of another transfer specialist and additional support staff to support the students utilizing services. TSPS does possess the skills and competencies need to provide the assistance to prospective and enrolled transfer students. TSPS provides training and performance planning and evaluations. Professional development is offered and provides a Professional Development Procedures – Hourly and Work study procedure after.

Documents reviewed:

- Community College of Denver’s Employee Handbook
- Memorandum from 07/16/2015 regarding FERPA Release form
- Guidelines for Ethical Practices for Transfer Peer Mentor
- Email from Melissa Sypniewski

Part 5: Ethics

The college itself requires ethical standards that all employees must follow the TSPS is in compliance of these requirements and also sets standards and trainings within center. FERPA release forms are required for students when meeting with staff in TSPS.

Documents reviewed:

- Community Colleges Employee Handbook
- Memorandum from 07/16/2015 regarding FERPA Release form
- Guidelines for Ethical Practices for Transfer Peer Mentor
- Interview with Monica Bellaire

Part 6: Law, Policy and Governance

The Transfer Success Center continues to stay up to date with policies and laws affecting the transfer culture from community colleges to 4-year colleges and universities. TSC informs its staff of new Degrees with Designations (DWD’s) and Transfer Agreements. Throughout their weekly meeting TSC updates its staff members with upcoming DWD’s and will personally invite college reps to said meeting to better clarify how CCD students can best take advantage of these new opportunities. TSC actively engages in conferences and will present at conferences informing other transfer centers of their policies and agreements with 4-year colleges and universities.

Evidence:

CSM Transfer Agreements
CU Boulder Engineering Agreements
CU Boulder Talk and Tour Information
Dept. of Higher Ed DWD's

Part 7: Diversity, Equity and Access

TSC does not discriminate when hiring. TSC utilizes the MBTI Assessment as well as the Strong Personality Assessment to highlight the strengths of their staff and how best to utilize said strengths in a working group environment. TSC exclusively chooses its peer mentors based on their personal experience of transferring from CCD to another 4-year college/university. This helps to enhance the time spent with current CCD students and provides them with real time experiences both positive and negative and how to pursue despite barriers. TSC actively participates in diversity events and are required to write a review of the event on how the staff grew from attending the event.

Evidence:

Peer Mentor Hiring Manual

Part 8: Institutional and External Relations

TSC has connected with well over 50 colleges and universities nationwide to CCD so that CCD students are given plenty of options when deciding where they wish to transfer. TSC will have representatives from various colleges/universities table on certain Tuesdays throughout the academic year. In addition, they also host their annual Transfer Fair and Transfer Week. This year TSC filmed their breakout sessions with CCD selected top 5 universities/colleges of choice and asked them pertinent questions CCD students where most interested in knowing. This filming allows students who are unable to attend the events an opportunity to still engage with college representatives and gain more knowledge when assessing their desired school. TSC will gift its institutional and external relations and also maintain the highest degree of customer service and rapport.

Evidence:

Tabling Tuesday excel spreadsheet
Tabling Tuesday email invite
TSC Transfer Fair/Week flyers
Breakout Session flyer
IF possible, video footage from panels
New College information packets
New transfer scholarship information packets
IF possible, pictures of gift bags given to reps during fairs

Part 9: Financial Resources

Part 10: Technology

Part 11: Facilities and Equipment

Part 12: Assessment and Evaluation

TSC assesses and evaluates its programming and services using paper evaluations, electronic evaluations and pre/post assessments. TSC's evaluations include direct evaluation and use qualitative and quantitative methodologies to identify if learning outcomes of the service were met. When available, data is collected from multiple constituencies and is shared appropriately. Evaluations are reviewed and used to adjust future programming. We recommend creating and implementing an assessment plan because through this TSC's assessments and evaluations will more intentionally measure programs and services impact and be tailored to student learning outcomes.

Evidence:

- 2014 Transfer Week Student Interest Card List
- 2015 Completion Week Business Panel Evaluation
- 2015 Completion Week Arts Panel Evaluation
- 2015 Transfer Fair and Breakfast Survey Results
- 11.7.14 UCB Talk & Tour Evaluation
- Metro T&T Student Feedback
- CSM T&T Student Feedback
- Fall Transfer Fair & Luncheon Evaluation
- Student Feedback Cards
- TransferWeek2014.pptx
- MSUD Application and Enrollment 3 years data
- Regis CPS Transfer Data 2011-2014
- Schools of interest and CCD Students corresponding average GPAs
- Transfer Scholarships awarded to CCD Students
- Credit Session Data

Judgment of Performance

IDENTIFY AREAS OF STRENGTH:

The Transfer Success Center's areas of strength include their mission, programming, organization and leadership, ethics, Law, policy and governance, diversity, equity, and access, institutional and external relations, financial resources, technology, facilities and equipment and assessment and evaluation.

IDENTIFY AREAS OF MEETS STANDARDS:

The Transfer Success Center meets all the standards, especially in Law, policy, and governance, diversity, equity and access and finally, institutional and external relations.

IDENTIFY AREAS OF WEAKNESS NEED IMPROVEMENT:

The Transfer Success Center needs improvement in human resources, specifically, they are need of additional staff members. Areas of weakness include financial resources. Although, this is also an area of strength, TSC could use a budget increase based on the assessment.

FILL IN NUMBER CORRELATING TO JUDGEMENT AND FILL IN RATING (STRENGTH, MEETS, ETC).

CAS Component Area	Judgment	Rating
Part 1: Mission	Strength	4
Part 2: Program	Strength	3
Part 3: Organization and Leadership	Strength	4
Part 4: Human Resources	Weakness	2
Part 5: Ethics	Meets Standards	4
Part 6: Law, Policy and Governance	Meets Standards	4
Part 7: Diversity, Equity and Access	Meets Standards	4
Part 8: Institutional and External Relations	Strength	4
Part 9: Financial Resources	Needs Improvement	3
Part 10: Technology	Strength	4
Part 11: Facilities and Equipment	Meets, Needs Improvement	3
Part 12: Assessment and Evaluation	Strength	3

Prioritized Action Plan

1. FIRST ACTION ITEM-DESCRIBE ACTION PLAN, BULLET MAIN POINTS, WHO WILL COMPLETE, AND DEADLINE/DATE.

- To address the centers Human Resource needs the director will work with leadership
- Director will check in with leadership on a 6-month bases to address budget
- December 2015, June 2016

2. SECOND ACTION ITEM

- Financial Resources, Facilitates and Equipment will be addressed with fiscal services governance
- Director will check in with fiscal leadership on a 6-month bases for review
- Director may also work with the foundation and the grant department to identify additional funding sources
- December 2015, June 2016

3. THIRD ACTION ITEM

- Improving programming, assessment and evaluation will be an ongoing process with this center and we look to combine the transfer and career centers in fiscal year 2016.
- The entire team will participate in the evaluation of programming, leadership, and operations
- December 2015, June 2016

4. FOURTH ACTION ITEM

- As the college looks to combine transfer and career we will evaluate staffing options and consider repurposing positions for student success and results
- Director will work with leadership on staffing options
- Conduct an assessment in two years with the transition with the Career/Transfer Center
- Proposal the renaming of the combined center to the Completion Center
- Maintain high performance in center
- December 2017, June 2018