



Cañada College

**COMPREHENSIVE  
PROGRAM REVIEW  
REPORT**

COLTS-U Transfer Center

## Program Context

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### Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

Colts-U Transfer Center aligns with the mission of “engaging and empowering students” through providing resources and services to support students through the transfer process. The transfer process includes program workshops, application assistance, transfer counseling, university information and peer mentorship. The college vision focuses on “equitable education” for “students from diverse backgrounds”. The two university partnerships are with San Francisco State University and Notre Dame de Namur University (NDNU). Both university programs provide equitable transfer opportunities with a focus on our diverse student populations. The SF State partnership is our Asian AANHPI Title 3 grant S.T.A.R. program and is geared towards our AANHPI, first-generation and underserved students. The NDNU partnership is geared towards working adults and part-time students.

### Program Description (500 word limit)

#### 2- Who does your program serve?

The Colts-U Transfer Center serves all students who have an interest in transferring to a 4-year university. However, we provide targeted support for first-generation college students with an educational goal to transfer to a 4-year university. In light of the recent California state audit that found “only 1 in 5 California Community College students successfully transferred” in 2017-2019, our center is intentional in raising awareness about the transfer process and by supporting our disproportionately impacted student populations. The College’s Transfer Plan (2021-2024) outlines and ensures equity-minded best practices with an antiracist lens. Additionally, the Colts-U Transfer Center works in alignment with our EMP 3.8 to reduce the transfer equity gap for low-income, first-generation, working adults and Black, Indigenous and People of Color (BIPOC) students by providing culturally responsive support through our AANHPI S.T.A.R. program, a partnership with San Francisco State, and with Notre Dame de Namur University’s Bachelor’s Degree completion programs in Psychology and Business Administration.

#### a. How many students are served by your program?

Total served in this Program Review cycle: 4,777

The data includes pre-Colts U Transfer Center (2021-2022): Transfer Center and University Center were separate spaces, partial operation of the Colts-U Transfer Center (2022-2023) and Colts-U Transfer (2022-2023) first full year of the operation. In Spring 2025, we plan to work with PRIE to design a survey that aligns with the SAOs to capture student feedback.

Student engagements:

- (1) COLTS-U Transfer Center Student Sign-ins: 413
- (2) Students enrolled in Canvas: 2603
- (3) Transfer Counseling: 175
- (4) University campus visits: 70
- (5) University representatives: 45
- (6) Transfer workshops (in-person, virtual, downloaded presentations): 690 + 192 (downloaded workshop presentations)
- (7) Transfer Day: 150
- (8) AANHPI STAR
  - Peer mentor program (mentors & mentees): 25

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- Transfer workshop attendance: 100
- Cultural events: 386

(9) NDNU BA Completion programs (Business & Psychology) : 16 SMCCCD students enrolled\*

\*NDNU advising numbers not captured

(10) All ESO! Adelante student participant (21-22): 104

**b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?**

The Colts-U Transfer Center soft opened in Fall 2022 and was in full operation in the Fall 2023 with a team that included the Director of Postsecondary Success, Transfer Supervisor, Program Services Coordinator, STAR (formerly ARC) peer mentors and transfer counselor. The team has been able to develop campus partnerships and collaboration with TRIO, EOPS, Promise, UMOJA, Puente, Honors Transfer Program, Interest Areas and MESA. Activities include workshops, university representative visits, field trips to universities, and student referrals to and from counseling. The AANHPI STAR transfer pathway program and the NDNU Bachelor's Degree Completion programs are intentionally designed to support our BIPOC students, first-generation college students, working adults, part-time and disproportionately impacted student populations.

Colts-U Transfer Center also supports Cañada College's equity-minded and anti-racist strategies in the College's Transfer Plan 2021-2024 which "outlines the coordinated college wide effort to support the transfer success of Cañada College students, and specifically and unapologetically centers our work in promoting and improving transfer outcomes for our BIPOC student communities."

**3- How has student access, retention, and completion changed over the course of this program review cycle?**

The Colts-U Transfer Center was fully operational in Fall 2023. The full service hub includes the Director of Postsecondary Success, Transfer Supervisor, Program Services Coordinator, STAR (formerly ARC) peer mentors, transfer counselor and university representatives. The full staff, service, resources, transfer application drop-ins and location increased accessibility to transfer support and university information. Various programs, including Promise and Outreach brought students to the space for a tour and Honors Transfer Ambassadors did drop-in hours. The Colts-U Transfer Center Canvas shell that was launched in Spring 2023 has over 2600 students enrolled. The newsletter that was launched in Spring 2024 provides timely information and transfer related events. The STAR transfer pathway program provides accessibility to culturally responsive support. All these new initiatives and programs increase accessibility and visibility. Currently, we do not have a system in place to measure retention and completion that is specific to the offerings from the Colts-U Transfer Center. This would require us to review individual student progress with a direct connection to services. The plan for improvement for the next program review cycle would be to work with PRIE to develop more intentional data alignment around retention and completion as stated in SAO #2 and SAO #3.

**4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?**

The delivery methods that the Colts-U Transfer Center, which also include the AANHPI STAR Transfer Pathway program and the NDNU Bachelor's Degree Completion programs primarily provide transfer counseling, workshops, peer mentoring and activities in-person. However, on-line options are also available for peer mentoring and transfer counselors. Some of the workshops are provided online only and in hybrid modality. In-person opportunities seem to work well for our students,

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however the Colts-U Transfer Center and the university partnership programs do offer different types of modalities for students to connect with the services, information and support. The Colts-U Transfer Center team usually meets weekly to discuss what worked well and what we can improve upon to best serve our students. From these meetings, the modality used is highly dependent on what is being offered, time and when. The team is responsive to all these factors and attendance numbers.

### **5- What are your on and off-campus community partnerships and how are they operationalized to support students?**

The on-campus partnerships include TRIO, EOPS, Promise, UMOJA, Puente, Honors Transfer Program, Interest Areas and MESA. Collaborations include workshops, university representative visits, field trips to universities, and student referrals to and from counseling.

The off-campus partnerships include our formalized partnership with San Francisco State University through the AANAPISI STAR transfer pathway program and the NDNU Bachelor's Degree Completion programs. Off-campus partnerships also include coordination of campus visits with UC Berkeley, Santa Clara University, San Jose State University, UC Santa Cruz, Cal State East Bay, and virtual visits with University of Southern California, San Diego State University and Cal Poly San Luis Obispo. University representatives primarily from UC and CSU campuses are also off-campus partners that help increase accessibility and support for transfer.

### **6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?**

The Asian American, Native Hawaiian, Pacific Islander S.T.A.R. (Success, Transfer, Access, Relevance) transfer pathway program is housed in the Colts-U Transfer Center. The program supports AANHPI, first-generation and low-income students in their transfer goal to San Francisco State University but also transfer support in general. The program provides peer mentorship, workshops and campus visits. The Title 5, Hispanic Serving Institution program, ESO! Adelante that ended in Spring 2022 was a transfer pathway program to San Francisco State University. Some of the best practices from that program in terms of peer mentorship and centering our Latinx students are embedded in the values of Colts-U Transfer Center. The Director of Postsecondary Success and the Transfer Supervisor are both involved in our Latinx Heritage Month planning committee in Fall semesters and the Latinx Recognition Ceremony in Spring semesters. The Transfer Supervisor is also involved in our AANAPISI working group, which is chaired by the Director of Postsecondary Success. We also collaborate with our campus Puente Program by serving as staff mentor and recently, helped to organize and chaperone a university trip to Southern California universities in Spring 2024. COLTS-U Transfer Center also regularly collaborates with campus partners like TRIO, Promise, UMOJA and EOPS - all programs that serve a majority of first-generation BIPOC students - to plan and coordinate field trips to local universities every semester. Having transfer support represented in these activities strengthens our college transfer culture and intentionally supports AANHPI and Hispanic/Latinx students.

## Looking Back

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### **7- Describe major accomplishments since the last program review cycle.**

The major accomplishment since the last program review was centralizing transfer services and university programs in one space. This is the first program review for the Colts-U Transfer Center that would encompass both transfer services and university programs. The strategic planning for the Colts-U Transfer Center began in Spring 2021 and soft opened in Fall 2022. The Colts-U Transfer Center was fully operational in Fall 2023 with additional staff and resources. The centralization of transfer services, support and university programs brought in additional personnel resources via the

## Program Review

AANAPISI Title 3 STAR (formerly ARC) transfer pathway program. The new personnel resources include the Program Services Coordinator and peer mentors. The Colts-U Transfer Center also has an on-going operational budget for supplies, student staff and professional development. Additionally, other major milestones involve data tracking. The Colts-U Transfer Center team receives a weekly transfer milestone dashboard to help inform outreach. The STAR transfer pathway team receives weekly AANHPI enrollment data disaggregated by ethnicity. This data has also informed targeted outreach to our AANHPI students.

**a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?**

The AANAPISI Title 3, AANHPI STAR transfer pathway program was launched in fall 2023. The STAR transfer pathway program targets Asian American, Native Hawaiian, Pacific Islander, first-generation and low-income students. In the first year of the transfer pathway program, 21 mentees were matched with a peer mentor. 61.9% identified as first-generation, 52.4% identified as pell-eligible, 4.8% identified as Filipinx, 28.5% identified as Asian, 57.1% identified as Latinx and 9.52% identified as others, which includes our multirace students. The STAR program also collaborated with the Cultural Center on 13 AANHPI focused events centering our AANAPISI identity. NDNU currently has 16 SMCCCD students enrolled in their Business Administration and Psychology degree completion programs. 100% of the students are first-generation college students and 81% identified racially minoritized students. The first cohort of Business Administration students will complete in fall 2024 and 100% are Latinx identified.

Since the AANHPI STAR program just launched and the NDNU first cohort is completing in Fall 2024, we hope that by the next Program Review cycle, we will be able to share transfer and completion data from our AANHPI STAR program and NDNU Bachelor's Degree Completion Pathways programs. This data will help us determine if these programs help to close the equity gap for our BIPOC and first-generation college students compared to students who don't participate in these programs.

**8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?**

This is the first time we are reviewing the Colts-U Transfer Center as the new operational space for transfer support, services, university programs and information. The centralization of transfer and university programs has created new personnel support and additional resources to support the operation of this new space. The direction of this new space is focused on accessibility, equity and visibility for transfer support and services. The increase in staff support has been instrumental in having thoughtful conversations and planning around being culturally responsive in the Center and programs. The AANHPI STAR transfer pathway program is also housed in the Colts-U Transfer Center which has been vital in providing culturally aligned transfer programming. Both the Transfer Supervisor and Program Services Coordinator are members of the Equity and Antiracism Planning Council.

The centralization and the visibility of the Colts-U Transfer Center have brought significant foot traffic and students request to see a transfer counselor. The foot traffic and transfer counseling totaled 488 and the total number of student engagement is 1,897. The hiring of the Program Services Coordinator has helped to address some student needs, however additional transfer counseling is necessary.

Reviewing the narratives and data from previous program reviews from the Transfer Center and the ESO! Adelante program, the impact of the pandemic has resulted in a drop of transfer applications. Not being able to institutionalize the ESO! Adelante Title 5 Hispanic Serving Institution grant also impacted continuation of intentional support for our Latinx and first-generation college students.

### Impact of Resource Allocations Process (250 word limit)

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**9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.**

The impact of previous resource request from 2022-2023 has enabled the Colts-U Transfer Center staff to support the full operation of this new space.

**a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?**

Branding of COLTS-U (marketing costs): logo, tablecloths, signage, etc. that is now part of our on-going supplies fund. On-going supplies fund is also used to support the operation of the space, which includes our printing costs, snacks for students and office supplies.

**b. What have you been unable to accomplish due to resource requests that were not approved?**

Transportation for campus visits not approved in 22-23

**c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?**

Not being approved for transportation funding for campus visits led to the cancellations of some university visits when we were not able to secure the campus vans.

### SAOs and SLOs (100 word limit)

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**10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).**

SAO#1: At least 70% of students know where to go to find transfer and university related resources and support aligns with student access metric.

SAO #2 At least 70% of students will receive either transfer counseling and/or peer mentoring from the ColtsU Transfer Center aligns with retention and completion metrics.

SAO #3: At least 70% of students will participate in a transfer workshop and/or transfer-related activities aligns with access, retention and completion metrics.

SAO #4: At least 50% of students will know about the formal university partnership programs available to them aligns with access metrics.

**11- Describe how your program assessed your SAOs and/or SLOs.**

The Colts-U Transfer Center assessed the SAOs through student sign-ins and formstacks for all workshops and events; transfer counseling meetings; STAR (ARC) transfer pathway mentee match; STAR transfer pathway workshops sign-in sheets and NDNU enrollment data. We have not had an opportunity to design a general student survey for Colts-U Transfer Center transfer activities and workshops but plan to work with PRIE in spring 2025 to design a survey to capture student feedback. Additionally, we have been in discussion with PRIE to align the engagement data with students who have a student educational goal to transfer.

**12- Summarize the findings of your program's SAO/SLO Assessments.**

The overall student engagement during the full operation of the space in 2023-2024 was 2,385, the Colts-U Transfer Center has been accessible to students at many different entry points. Students have engaged with Colts-U Transfer Center through workshops, transfer counseling, peer mentoring, campus visits, and formal University program partnerships. Given that the Colts-U Transfer Center in this program review cycle has been only fully operational for a year, the Center has been able to scale up with numerous initiatives and programs.

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The current SAO metrics and the antiracist strategies aligns well with the “EMP 3.8 Strengthen transfer support services by, (1) building University pathways (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and,(3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.” However, the benchmark of 70% and 50% identified in the SAOs are aspirational rather than realistic. The Colts-U Transfer Center staff would like to keep the same SAO metrics for the next program review cycle; however, we would like to work with PRIE to identify realistic benchmarks that align with the College, District and State. We hope to have these benchmarks identified by the end of Spring 2025 in conjunction with the updated College Transfer Plan set for the next 3 years.

**a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.**

- The overall student engagement during the full operation of the space in 2023-2024 was 2,385, the Colts-U Transfer Center has been accessible to students at many different entry points. Students have engaged with Colts-U Transfer Center through workshops, transfer counseling, peer mentoring, campus visits, and formal University program partnerships. Given that the Colts-U Transfer Center in this program review cycle has been only fully operational for a year, the Center has been able to scale up with numerous initiatives and programs. The current SAO metrics and the antiracist strategies aligns well with the “EMP 3.8 Strengthen transfer support services by, (1) building University pathways (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and,(3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.” However, the benchmark of 70% and 50% identified in the SAOs are aspirational rather than realistic. The Colts-U Transfer Center staff would like to keep the same SAO metrics for the next program review cycle; however, we would like to work with PRIE to identify realistic benchmarks that align with the College, District and State. We hope to have these benchmarks identified by the end of Spring 2025 in conjunction with the updated College Transfer Plan set for the next 3 years.

**b. How did your program’s SAO/SLO assessment address antiracism?**

The following strategies were developed to address transfer services, programs and support from an antiracist lens:

- Increase visibility of transfer narratives and stories by centering our BIPOC and first-generation college students (align SAO #1)
  - AANHPI STAR transfer pathway program has increased visibility, narratives and stories of AANHPI community in the STAR instagram, newsletter and promotional materials.
- Increase culturally responsive counseling and peer mentor support for our BIPOC, Filipino, Pacific Islander, 1st gen, low-income students (align with SAO #2)

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- AANHPI STAR transfer pathway program peer mentors go through culturally responsive training with a focus on supporting AANHPI and first-gen students.
- Design culturally responsive workshops in partnership with campus learning communities that will help build transfer going culture for BIPOC students (align with SAO #3)
- AANHPI STAR Learning Community will launch in the Spring 2025. This learning community will work closely with the STAR transfer pathway program through peer mentoring and culturally responsive transfer focus activities.

### c. How did your program's SAO/SLO assessment address equity?

"The EMP 3.8 has a focus on reducing the transfer equity gap for low-income, first generation, and Black, Indigenous, and People (BIPOC) students through strengthening transfer support services. The Student Equity and Achievement Plan (SEAP) 2022-2025 identifies Latinx male students as a disproportionately impacted student population in 3 year transfer rate."

The Colts-U Transfer Center SAOs in this program review cycle do not explicitly assess equity. We do have equity focused transfer pathway programs such as the AANHPI STAR Transfer Pathway program and the NDNU Bachelor's Degree Completion programs. We also utilize PRIE's equity dashboard, transfer milestones to better understand our BIPOC students and disproportionately impacted student populations. However, we would like to better assess our services and programs from an equity lens by aligning outcomes with student data more intentionally. We will work in conjunction with the updated College Transfer Plan which is set for the next 3 years. Additionally, we hope to provide more narratives of our BIPOC students on the Colts-U Transfer Center website as indicated in one the strategies for the current College Transfer Plan (2021-2024)

## Looking Ahead

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### SAOs and SLOs for the Next Review Cycle (100 word limit)

**13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.**

The Colts-U Transfer Center staff would like to keep the same SAO metrics for the next program review cycle, however would like to work with PRIE to identify realistic benchmarks that align with the State, College and District. We hope to have these benchmarks identified by the end of Spring 2025 in conjunction with the updated College Transfer Plan set for the next 3 years.

The antiracist strategies determined for this program review cycle will continue as we feel these strategies align well with the metrics and are concrete actions to help approach our work for an antiracist lens.

- Increase visibility of transfer narratives and stories by centering our BIPOC and first-generation college students (align SAO #1)
- Increase culturally responsive counseling and peer mentor support for our BIPOC, Filipino, Pacific Islander, 1st gen, low-income students (align with SAO #2)
- Design culturally responsive workshops in partnership with campus learning communities that will help build transfer going culture for BIPOC students (align with SAO #3)



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The equity strategies will be continuous use of equity data dashboard, transfer milestone data and AANHPI enrollment data for intentional alignment with these data to help inform support, services and programs. The equity strategies would also include more racial/ethnic disaggregation to understand better who is utilizing the Colts-U Transfer Center services and programs and how.

### **Program Improvement Initiatives/Resource Requests (250 word limit)**

**14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.**

- Develop a comprehensive data warehouse from an antiracist and equity lens.
- More student narratives of our BIPOC, LGBTIA and disproportionately impacted students in the Colts-U Transfer newsletter and the AANHPI STAR newsletter.
- Professional development workshops for our faculty and staff on support transfer processes and goals for our BIPOC, LGBTIA and disproportionately impacted students.

**15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

We will work with PRIE to identify new benchmarks aligned to each SAOs; develop a data assessment that would address how our services and programs help to close equity gaps; increase the narratives and stories of BIPOC, disproportionately impacted, LGBTQIA students in transfer website, newsletter, social media and in the space. Strategically embed the Colts-U Transfer Center, AANHPI STAR transfer pathway program and NDNU B.A. Degree Completion programs in the updated College Transfer Plan for the next 3 years.

**a. What additional antiracism training do you/your program need in the upcoming year?**

- Continue district and college antiracist and equity trainings
- Professional Development conferences (i.e. Puente training, Umoja training, Asian Pacific Americans in Higher Education, and California Community Colleges LGBTQ+ Summit)

**b. What research or training will you need to accomplish these plans?**

- HBCU trainings and scholarship opportunities
- Data assessment training
- Transfer focus webinars from the State Chancellor's Office

**c. What supplies, equipment, or facilities improvements do you need?**

N/A

**If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

## Non-Personnel Item (2024 - 2025)

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**Requested Year**

2024 - 2025

**Program Requesting Resources**

Colts-U Transfer Center

**Item Requested**

Contracts

**Item Description**

transportation for campus visits

**Program Goals this Request Supports**

4-year university visits

**Status**

Continued Request - Active

**Type of Resource**

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

**Cost**

5,000

**One-Time or Recurring Cost?**

Recurring Cost

**Critical Question: How does this resource request support closing the equity gap?**

The resource request supports closing the equity gap because university visits designed from a culturally lens will engage with our BIPOC and Disproportionately Impacted students and BIPOC students. Latinx transfer students are a disproportionately impacted student population at Cañada College. In the 3-year cohort trend - only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first-generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non-low-income students (PRIE SEAP data dashboard).

The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

**Critical Question: How does this resource request support Latinx and AANAPISI students?**

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies.

## Map Request to College Goals and Strategic Initiatives

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**Which of Cañada College's Goals does this resource request support?**

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

**Which of Cañada College's Strategic Initiatives does this resource request support?**

Better share what Cañada offers  
Strengthen K-16 pathways and transfer  
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture