



Student Services Program Review

Transfer

April 22, 2022

WMCC Mission Statement

White Mountains Community College is a comprehensive student-centered educational institution providing opportunities for educational and career mobility while sustaining community development.

WMCC Vision Statement

White Mountains Community College will excel as a sustainable educational and community resource for the North Country. Our vision is to be the region's first choice for an accessible, high quality education, providing direction and opportunity for those seeking a new path: a new career, a trade, or transfer to a four-year institution.

Student Services Mission Statement

Student Services provides high-quality, student-focused support, assistance, and services responsive to individual needs in a caring environment that enhances success and empowers students to maximize their potential. The administration, faculty, and staff regard student services as an integral part of the total educational program at this college. A wide range of student service programs helps to meet the needs and interests of the student body. Every effort is made to know students as individuals and to serve their individual needs.

Preface

The Comprehensive Program Review (CPR) is a process intended to assist each student services program in fulfilling its mission and that of the College. This process is to be guided by the standards set forth by the Council for the Advancement of Standards in Higher Education. The CPR framework guides the College in:

- Resource allocation
- Improvement of student learning through the provision of systematic feedback
- Strengthening the program's ability to maintain sustainability
- Strengthening the bonds within the college community and fostering collaboration
- Generating a culture of continuous improvement

The process is meant to be a collaborative one in which all relevant staff members work together with the Vice President of Student Affairs (VPSA), as well as other members of Leadership, staff from other departments, and faculty to review how effectively all elements of the program – structure, staffing, budget, facilities and services - contribute to the mission of the College and to the success of students in meeting established Program Outcomes.

Minutes from relevant committee meetings, approved structural proposals and changes, and other similar documentation should also be considered as part of the CPR and are to be submitted as appendices to the final report. These documents provide valuable information about the dynamics of the program.

A staff member will be assigned to be responsible for putting together the initial package with the support of the VPSA and other staff as needed. All staff are encouraged to actively participate in the CPR process and approach the process with the goal of program improvement in mind.

CAS Standards

The Council for the Advancement of Standards in Higher Education (CAS) has developed standards to assess the quality of student services programs. WMCC has chosen to use these standards to guide our Comprehensive Program Review for student services programs. These Standards are divided into the following 12 parts...

“1. Mission: This section identifies the purpose and essential characteristics of the functional area. It may also provide guidance on themes that are important to include in a mission statement for the functional area. Guidelines in this section may provide insight into how the functional area’s scope varies depending on institutional type or context. This section does not include details of specific program elements and/or services provided by the functional area.

2. Program and Services: This section explains how the functional area is structured and what it does. It further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function’s performance.

3. Student Learning, Development, and Success: This section explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

4. Assessment: This section addresses the functional area’s approach to assessment, including how it is conducted, analyzed, and used. It addresses the key assessment practices for this functional area.

5. Access, Equity, Diversity, and Inclusion: This section outlines the functional area’s role in advancing and maintaining access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

6. Leadership, Management, and Supervision: This section describes the responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area’s success, which leaders must or should advocate on behalf of for their programs.

7. Human Resources: This section covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area’s employment practices, and personnel training and professional development. Communication and Collaboration

8. Communication and Collaboration: This section identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.

9. Ethics, Law, and Policy: This section describes standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area. This section may identify laws or policies specific to the functional area that should be followed to ensure compliance with institutional policy or with state, provincial, or federal law. This section also addresses required or recommended ethical considerations that are unique to the field.

10. Financial Resources: This section provides an overview of important fiscal considerations for the functional area, including how programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

11. Technology: This section describes the role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

12. Facilities and Infrastructure: This section details the facilities, equipment, space, and other infrastructure needs of the functional area. It may address issues related to how or where the functional area should be physically located; requirements or restrictions related to space, sustainability, or safety; and considerations that may exist regarding equipment acquisition and/or use.”

Comprehensive Program Review Committee Process and Procedures

1. The CPR template will be provided to the VPSA at least 6 months in advance of the committee review date. It is expected that the VPSA will work together with the appropriate staff to complete the review.
2. Once the review is complete, the VPSA will review, respond in the area provided, and sign that he/she has read and provided the feedback and input on the necessary section of the template.

3. The committee will schedule a date for both the VPSA and the appointed staff member(s) to attend a CPR committee meeting. During this time, the student services team will be given 10 minutes to provide a summary of program strengths, weaknesses, and goals. Following this, the committee will seek clarification and there will be a period for questions and answers. At the end of the hour, the student services team will leave the meeting so that the committee can discuss the review.
4. The CPR committee will gather relevant information from the review and meeting to formulate a letter to the student services team addressing recommendations. The VPSA and college leadership team will also receive a copy of the letter. It is up to the VPSA to coordinate with the college leadership team to discuss the recommendations and work with the appropriate student services staff to develop action items.

Should the CPR committee and/or college leadership team feel that a program needs to be reviewed again before the 5-year cycle (i.e. 2 or 3 years), the VPSA will be notified and will notify the appropriate student services staff.

2022-2023 Comprehensive Program Review Committee Members

Sarah Baillargeon	Kristen Miller
Nicole Bourque	Jonathan Mullins
Rachel Dandeneau	Nikolaus Nutting
Mark Desmarais	Mary Orff
Amanda Gaeb	Suzanne Wasileski (Chair)

Resources

Suzanne Wasileski – Institutional Data

Kristen Miller – Vice President of Academic Affairs

Mark Desmarais – Vice President of Student Affairs

Section I: Mission and Target Population

Program Mission Statement:

The Transfer Student Program at White Mountains Community College is dedicated to the successful transfer, persistence, and graduation of our students. The Transfer Student Program at WMCC is here to provide opportunities for students to succeed, by either transferring into WMCC or by transferring to another institution.

1. Explain how the service uniquely satisfies an institutional or community need. Comment on its alignment with the College's and Student Service's mission statements.

As with WMCC's Mission, the Transfer program is dedicated to providing opportunities for educational and career mobility. WMCC's Transfer program is always striving to better meet our student's goals, needs, and preferences.

2. Identify the service's target population(s). Summarize activities directed toward student engagement with the service and the success of these efforts.

The target populations of the Transfer Student program are:

- New Students
- Current Students
- Re-admitted Students
- Transfer Students

Section II: Program and Services

1. Describe the program and the services that are offered
2. Are there any structural changes needed in this program? If so, describe the changes necessary and provide data that highlight the need
3. Clearly define the goals of the program.
4. The College has identified eight competencies that guide faculty and staff in their efforts to graduate an 'educated person'. How does this program contribute to this effort?

The Transfer Student Program at WMCC is dedicated to the successful transfer, persistence, and graduation of our students (be it here or at another institution). We provide transferability, transfer pathways, articulation agreements, and the potential for credit mapping. We can provide informal transfer credit evaluations, advise in regard to transfer admissions processing and applications for all potential transfer institutions.

The Transfer Counselor is working to create student success workshops around transferring for students to view and use. The Transfer Counselor will be working with the marketing department to promote information about transfer pathways and articulations agreements on WMCC's website.

The Transfer Student Program's goal is to provide seamless transfer opportunities to any and all students who are looking to move on or move over to a new program or college/university.

The Transfer Student Program recommends that all of the students interested in transferring exhibit the eight competencies of an “educated person”.

- Students will need to research their options and choices.
- Students will need to be able to communicate with the Transfer Counselor at their current and prospective colleges.
- Students will need to be able to critically think about their options.
- Students will need to be able to evaluate the social, cultural, and artistic skills they might need or might need to develop in order to successfully transfer.
- Students will need to be comfortable with technology as nearly all transfer applications are completed electronically/virtually now.
- Students will need to be able to use quantitative reasoning to determine the best financial course of action when transferring.
- Students may need to use the scientific process to determine what their options are.
- Students and their understanding of the global perspective may come in to play when transferring.

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Section III: Student Success

1. How does this program contribute to the overall success of students? Indicate the student success metrics such as graduation or retention rate that this program contributes to. Provide the college-wide data associated with those metrics and describe the program’s contribution. (CAS 3)
2. How is student success measured within this program? (CAS 4)
 - a. How successful are students according to these metrics? Include data.
 - b. How accurately do these metrics reflect student success?
3. Is the service easily accessible; is the process to access the service well communicated to potential students? Include discussion of remote and virtual access options. (CAS 5)

The Transfer Student Program works to provide accurate and actionable information for students who are looking to either continue their education past what is available at WMCC or to change up where their education is taking place. Our goal is for our students to be successful. Updated information on transfer trends cannot be accurately measured on a year-by-year basis. The most recent National Student Clearinghouse Research Center Institutional Benchmark covers the transfer period between 2013 and 2019. One of the goals of the program is to have more recent, reliable, and accurate data about our transfer students.

The Transfer Student Program is working to create surveys and assessments to better analyze and make use of student learning and development about transfer opportunities. The Transfer Student

Program is continuing to evolve and devise new strategies to work with students as they develop their individual plans, outcomes, and goals for transferring to or from WMCC.

Information about the Transfer Student Program is provided to students at Orientation, Open House, and Informational Sessions. More information about transfer opportunities is available to students from their instructors, advisors, and program coordinators. The information about transfer possibilities is available in-person and virtually, either over the phone or via zoom. The Transfer Student Program is open to all students at WMCC who wish to transfer in or out, this is a program that is accessible, inclusive, equitable, and free from bias or harassment.

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Section IV: Organizational Structure

1. Describe the leadership and supervisory structure of the program. Is there a need for a change in that structure? If so, describe the changes needed and provide data that highlight the need. (CAS 6)
2. Analyze the program staffing and discuss the impacts on the program. Is there a need for a change in staffing? If so, describe the changes needed and provide data that highlight the need. (CAS 7)
3. Describe the collaboration and lines of communication that are necessary for the success of the program. Is there any need for improvement? (CAS 8)
 - a. Are there structures in place that allow for members of this service's team to communicate and collaborate freely?
 - b. What other programs, professional workgroups, or community partnerships are integral to the success of this program?
4. Does the program have purposeful policies and procedures in place that ensure that that it functions in a legal and ethical manner? What services inherently involve potential for legal or ethical complications? Are there clear and widely understood best practices indicating how to manage these potential complications? (CAS 9)

The Transfer Student Program is lead, managed, and supervised by the Enrollment Counselor in their capacity as the Transfer Counselor. The Transfer Counselor is supervised by the VP of Student Affairs.

As of now there is not a reason to change staffing. Hopefully with new date in the coming years, we will be able to track if there will need to be any changes.

All faculty and staff participate in the advising and education of students interested in transferring. Academic Advisors, Enrollment Specialists, instructors, program coordinators, et al, all work to present

opportunities and possibilities for our students. Information is available within specific programs as part of career guidance and educational promotion prospects.

The Transfer Student Program is working on guides to provide relevant information for all of our partner transfer institutions. The program wants to ensure that coherent and cohesive information is communicated with students, parents, schools (secondary and post-secondary), and the media.

The Transfer Student Program follows all ethics, laws, and policies as set forth by White Mountains Community College and the Community College system of New Hampshire.

Section V: Infrastructure

1. Does this program have a budget? If so, please attach it. Are there financial needs that are met through other program budgets? Are there financial needs that are going unmet? (CAS 10)
2. How is technology utilized in delivering the services of the program? Are there additional technology needs for this program? If so, describe the technology needed and provide data that highlight the need. (CAS 11)
3. How adequate and appropriate are the program facilities and equipment? How could facilities and their use be improved? (CAS 12)

The Transfer Student Program works within the budget of Student Affairs.

The Transfer Student Program works with all students to manage and maintain their access to transfer information and technology. Technology such as websites, apps, docu-sign programs, and credit evaluation tools are all used. The students transferring are either using their own devices or those maintained by WMCC and must therefore follow all college policies and procedures.

The Transfer Student Program is located in the office of the Enrollment Counselor, while also utilizing space belonging to various faculty and staff members who are also working with students and their transfer plans.

Section VI: Program Review Summary

Identify:

1. Major Program Strengths

Transfer pathways, articulations agreements, and the knowledge provided by everyone involved. Our use of technology and our partnerships with the institutions and entities who can best help our students be successful wherever they may transfer to.

2. Program Weaknesses or Needs for Improvement

The Transfer Student Program needs to create and utilize survey and assessments to see where any problems might exist and to see what improvements need to be made. The goal is for all students to be successful in their transfer journey (either to or from WMCC). Determining what steps we can take here to make that journey easier is top priority.

3. Opportunities for Program Development or Growth

Continuing to work on partnerships for transfer pathways and articulation agreements. Continuing to work with the NH Transfer/Dual NH group to make transfer between USNH and CCSNH as easy as possible.

Program Representative: Signature _____ Date _____

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