



Student Services Program Review

Program: Transfer Center

Manager: Dr. Troy J. Davis – Dean of Counseling & Student Development (Acting Transfer Center Director)

Participant Names: Troy Davis, Yolanda Duenas, Moises Del Real Viramontes, and Christina Yokoyama

Date: April 20, 2025

Previous Program Review Date: 4/20/2021-2022

Part 1. Program Mission Statement

College Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Department Mission Statement

The Transfer Center provides a variety of services and activities to assist students interested in continuing their education at four-year institutions with the transfer process. Activities include preparation for transfer, assistance with application process and liaison with universities. An emphasis is placed on reaching historically underrepresented students.

A. How does it align with Cypress College's mission?

The Transfer Center's mission statement aligns directly with the college mission statement by increasing transfer opportunities to four-year institutions. This is accomplished through transfer fairs featuring representatives from public and private universities, counseling appointments with transfer counselors and university representatives, and workshops to assist students with the transfer process. We strive to assist students in achieving their academic goals. Our emphasis on reaching historically underrepresented students aligns with the college goal of fostering equity.

Part 2. Program Overview

A. Briefly describe your program, including program components, function, and purpose.

The Transfer Center provides a variety of services to assist students in the transfer process. These services include transfer fairs that feature university representatives who are available to answer students' questions and provide information about their universities. Students can also make appointments to meet individually with university representatives in the Transfer Center. Individual counseling is available with counselors who specialize in the transfer process. Workshops are offered on a variety of subjects including transfer applications, personal insight questions, financial aid, Associate Degrees for Transfer and the transfer process. The Center



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also offers bus tours to visit local universities as funds are available. Transfer Center staff also visit classrooms to inform students about the transfer process and support instructors with transfer activities. There is a computer lab in the Transfer Center that is available for student and community use as well as assistance with on-line resources.

Students are informed of the services and activities by several methods. The Center created and maintains a Canvas website, the Transfer Center Hub, which has the latest information about activities in addition to on-line workshops and resources for students. The HUB was created to offer services for distance education students. There is also a Transfer Center module on the Cypress College mobile app which allows for push notifications of transfer events to students. The Center also utilizes Twitter, Instagram, Facebook, and Mongoose for mass emails to notify students of events and important deadlines. The Center recently created a YouTube channel to guide students through the transfer process. Finally, notices of transfer events and activities are sent to the campus community.

Each year in the spring semester, the Transfer Center hosts a Transfer Celebration to recognize the accomplishments of Cypress College students who are graduating and transferring to four-year institutions.

A silver lining of the pandemic has been pivoting to all our services leveling up to remote platforms such as Zoom, Cranium Cafe, and Microsoft Teams, to include workshops, counseling appointments and fairs. Both remote and in-person services are available to assist a wider number of student clientele.

B. Describe how your program interacts or collaborates with other on and off campus programs.

The Transfer Center interacts and collaborates with many on and off-campus programs in the process of providing services for students. Some examples are:

1. The Transfer Center interacts with numerous universities such as University of California, California State Universities, in-state and out-of-state Private colleges and universities and Historically Black Colleges and Universities to coordinate three transfer fairs each year, arrange visits by university representatives to meet with students, provide campus tours and facilitate workshops by representatives.
2. The Transfer Center Director usually meets monthly with other Region 8 Transfer Center Directors and Articulation Officers to share information. Due to the recent retirement of our former Transfer Center Director, Penny Gabouria, Yolanda Duenas (full-time tenured counselor) attended the Region 8 conference this year 2024/2025.
3. The Transfer Center participates in SCHEC (Southern California Higher Education Council) to share information with local universities. This group meets three times a year and includes local community colleges and public and private universities.



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4. The Transfer Center offers a program called "Don't Cancel That Class" whereby Transfer Center staff will go to a class or arrange a visit to the Transfer Center for students and give a transfer presentation when an instructor is away from class.
5. Numerous classes visit the Transfer Center each year for a tour of the Center and a presentation of the services offered.
6. The Transfer Center Mentors Program is something newly introduced this year. The mentors are counseling graduate level students providing registration and application assistance to students. We had 5 Mentors this year. They also meet with students to help them access campus resources within and outside of the Transfer Center.
7. The Transfer Center counselors and staff attend conferences each year as well as Ensuring Transfer Success presented by the University of California. Our counselors also attend specified trainings to enhance their counseling skills and knowledge to assist students with as much information needed for their transition to the university.
8. The Transfer Center collaborates with the Humanities Department within our Honors Program. The Honors program assists students with academic rigor whereas those students who complete the program receive priority access to competitive universities.
9. The Transfer Center collaborates with Admissions and Records to host the annual Transfer and Pre-Graduation Fair.
10. The Transfer Center collaborates with various programs on campus to participate in special events that foster campus connection and increase student enrollment such as Kindercominata, Connect2Cypress, Commit2Cypress, Charger Experience, PUENTE, and Legacy affinity group programs.

B. How is your program funded? Please include sources of funds such as categorical (e.g., SEA, EOPS, DSS), general, or grant and briefly describe how those funds are utilized.

The daily operations of the Transfer Center is funded by general funds which covers the full-time faculty and staff and basic operating expenses. SEA provides funds for 4 adjunct counselors, 5 mentors, university bus tours and the Transfer Celebration. Student workers are paid with Work Study and CalWorks funds and Professional Development has paid for conferences on occasion for staff.

Part 3. Student Satisfaction with Services

A. Summarize the survey results for the SSPR Survey (Appendix A). Please focus on trends and address student feedback/comments.



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"The report below summarizes the results from the Student Services Program Review (SSPR) survey conducted by our Institutional Research team. It is noted that since the Transfer Center does not serve a defined student cohort (such as EOPS, DSS, Rising Scholars), the survey was administered to currently enrolled students who have transfer as their educational goal approximately 3,000 students" (Haddad, E. Institutional Research, Cypress College, 2025).

1. Have you used any services provided by the Transfer Center within the last year?

42% (n = 90) said yes

58% (n = 124) said no

If "no": Please share why you have not used these services.

The 58% of not utilizing the Transfer Center services can definitely improve. According to the survey, students need more information about the services provided and that information needs to be sent in a mode that is easily accessible as many students indicated they are busy and don't have time for a visit or don't understand the services provided. In addition, the messaging needs to contain information for students to plan in advance and understand the type of institution that will best service their needs.

I don't need to (n = 16)

Too busy, no time (n = 13)

I don't know where it is (n = 11)

Too soon for me (I'm a freshman) (n = 10)

I don't know enough about it (n = 7)

If "no": Do you have suggestions or recommendations that would encourage you or others to use the Transfer Center?

More advertising of services (n = 23)

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- Make accessing services easier (n = 7)
- Explain when they should visit and why (n = 4)
- More signage and visibility (n = 3)

Again, the 58% of not utilizing the Transfer Center services can improve. According to the survey, students need more information about the services provided and that information needs to be sent in a mode that is easily accessible as many students indicate they are busy. In addition, the messaging needs to contain information for students to plan for in advance form more informed decisions.

2. Please rate the following aspects of the Transfer Center based on your experiences.

2. Please rate the following aspects of the Transfer Center based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of service	42 49%	30 35%	7 8%	1 1%	5 6%	85 100%
Timeliness of response for service	36 41%	26 30%	19 22%	3 3%	3 3%	87 100%
Clarity of processes and procedures	40 46%	20 23%	15 17%	9 10%	3 3%	87 100%
Quality of materials and resources provided	48 55%	20 23%	15 17%	3 3%	1 1%	87 100%
Staff courtesy	52 61%	28 33%	3 4%	1 1%	1 1%	85 100%
Staff helpfulness	44 52%	26 31%	9 11%	5 6%	1 1%	85 100%
Staff knowledge	38 45%	30 35%	7 8%	9 11%	1 1%	85 100%
Overall quality of service	44 52%	28 33%	9 11%	3 4%	1 1%	85 100%



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The survey results were positive overall. Eight of the eight aspects of the Transfer Center services were rated good to excellent by a combined 80% or more of the respondents. An area of concern is regarding staff knowledge, which 11% of the respondents indicated. This may depend on the type of questions being asked. If students ask questions that our Transfer Center staff is not equipped to answer, students may be referred to another area that may assist them. I don't view this as a lack of knowledge, rather, the student question may be better addressed by Admissions and Records, just to highlight one example. It is possibly due to much of the online services we provide, which might not fully support the initial rapport between student and counselor or staffer/student worker. The highest rating was for staff courtesy with 61% of respondents rating it excellent. Our overall quality of service was rated excellent or good by 84% of respondents.

In addition, 52% percent of those who responded agreed that services provided by the Transfer Center were excellent in helping students achieve their educational goals. Some of the services that students found most helpful were access to transfer counselors, assistance with transfer process, application assistance, drop-in zoom hours, workshops and the Transfer Center Hub. Some additional things that students would like to have included are having more general transfer events, providing contact information for university representatives, a panel of students who have transferred for question/answer, and making sure information given is accurate (note: there are many ways than one to achieve one's goals. Having multiple options doesn't preclude being misinformed). Many of the suggestions were to add services that the center already provides; however, those services should be communicated more often and in different modalities for higher attendance rates. This suggests that we need to increase our efforts to make our services known to students.

3. How did you hear about the Transfer Center?

- 49% (n = 41) said a campus e-mail or newsletter
- 31% (n= 26) said a faculty member



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- 12% (n = 10) said walk-in

- 7% (n = 6) said a friend

4. The services provided by the Transfer Center are helping me achieve my educational goals.

- 57% (n = 47) said strongly agree

- 24% (n = 20) said agree

- 6% (n = 5) said neutral

- 7% (n = 6) said disagree

- 5% (n = 4) said strongly disagree

In addressing this comment, it is difficult to assess with the comment alone due to the multiple paths students can take when they are transferring. Courses are selected by counselors depending on choice of transfer institution, AP test scores, number of units complete, and a host of other variables. In addition, we should improve our Degree Works system with students that have multiple Comprehensive Ed Plans due to confusion as to which plan takes priority and then become more student, user friendly.

Transfer counselors are encouraged to be direct with students regarding the GPA required to gain admission at specific universities. Comments from students showed that some felt this was discouraging them from applying to universities, but overall students had positive comments about their overall experiences within the Transfer Center. This shall be built upon moving forward. Being realistic about requirements and applying to highly competitive universities is critical. Our policy is to always encourage students to apply to at least one school that increases admission acceptance as well as other universities of interest.

B. If applicable, compare these results with your previous Student Services Program Review survey results.



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The last program review for the Transfer Center was conducted in 2022. Prior to that, the college was closed to in-person services due to the Covid-19 pandemic. This required a major and quick overhaul in the way we provided services. Transition to virtual services increased vs. years past and now we provide both in-person and virtual services. Making sure we conduct both efficiently has been the challenge in finding the proper balance of staffing. The following is a comparison of the current survey with last year's results. These statistics are for responses of excellent and good combined. While our overall review was positive, our statistics have declined in some areas this year but have also increased in other areas as well. Overall, what overwhelmingly should change is how services are communicated to students to increase level of activity throughout the center.

Part 4. Program Analysis and Planning

- A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

The Transfer Center serves all students and community members upon request with an emphasis on underrepresented populations. Students don't enroll in our program, but utilize our services at will. The ethnicity of the students served in the Transfer Center during 2023-2024 were as follows:

	Ethnicity Transfer Center Students	Ethnicity of Cypress College Students	Difference
American Indian or Alaska Native	0.1%	0.20%	-0.1%
Asian	31.5%	24.7%	+6.8%
Black	3.36%	3.36%	0.0%
LatinX	39.2%	54.12%	-14.92%
Pacific Islander	0.4%	0.42%	-0.02%
White	13.0%	8.7%	+4.3%
Two or More Races	2.6%	13.15%	-10.55%
Not Reported	9.2%	1.27%	+7.93%

The students served in the Transfer Center generally do not mirror the ethnicity of the general population. While most of the differences are relatively small, there is a significant difference between the percentage



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of Latinx students at Cypress College (54.12%) and the percentage of Latinx students served in the Transfer Center (39.2%). However, this is the largest ethnic group using our Services. In contrast, we served a greater percentage of Asian students (31.5%) than are represented in the general population (24.7%). White students and those that reported being two or more races were served at slightly lower percentage than the general population. Finally, students who didn't report an ethnicity were more highly represented in the Transfer Center population (9.2%) than in the general population (1.27%).

Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

These accomplishments are the new initiatives we have begun since the last program review and are in addition to the ongoing services that we provide on a daily basis.

1. We created and maintain the Transfer Center HUB which is a self-enrolling Canvas website that houses the most recent transfer information. Students who enroll, are notified of Transfer Center events and activities.
2. We established a YouTube channel and posted several video tutorials to assist students with CSU transfer applications.
3. We successfully transitioned our workshops to the Zoom platform.
4. We created a Zoom and/or Cranium Cafe drop-in hours for transfer application and next steps assistance that was well attended.
5. We created a module for the Cypress College Mobile App.
6. We successfully transitioned all counselors onto Cranium Cafe for counseling appointments and registration assistance.
7. We set up a Transfer Center Front Desk on Cranium Cafe.
8. We added a 3 additional Adjunct Counselors and 5 Graduate student Mentors. Additionally, a Director is due to be onboarded July 1st, 2025.
9. We purchased a ring light and iPad to create a photo booth for use at in-person events.
10. We collaborated with the Puente and Legacy for Campus University Tours.
11. We added a document scanner in the computer lab for student use.

B. Document program challenges and/or obstacles since your last program review.



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2. Originally, the Student Services Technician Position was created to operate our front desk which makes appointments, answers phones, checks students in for appointments and workshops, gives general campus directions and performs light clerical tasks. However, that job has evolved considerably and become much more technical in nature. Recently, it was upgraded to a Student Services Specialist position. For the last several years, we have depended on work-study students to run the front desk. However, we have been told by Financial Aid that the Work Study funds are likely to be cut significantly in the near future and that we may no longer have this assistance. We average over 7950 individual, in person contacts during 2023-2024 in addition to phone calls and students asking for directions. Current staff cannot perform their duties and handle the front desk too. In addition, since these are student workers, there is a steady turnover and an ongoing need for training. Also, since there are as many as 10 people working at the front desk during the week, the information given out tends to be somewhat inconsistent depending on the level of training of the student. To provide more consistent and accurate information, professional assistance is needed at the front desk. We need to hire a full-time clerk to meet these needs.

3. While our operating budget has been increased in the current year, it is not enough to conduct our essential services. The current budget is adequate for this year since we are working in a virtual environment, but when we return to campus we will again be dependent on funding request from Student Equity and Achievement (SEA), work-study, and CalWorks to fund the activities of the Transfer Center. These funds pay for student workers at the front desk, adjunct counselors, university tours and the transfer celebration. Many of these activities are core activities of a Transfer Center that we would be unable to provide without the extra funds. Unfortunately these funds are tied to the granting of funding requests so we don't know year-to-year what we will be able to provide. We need a more stable source of funding to be assured that we can continue to offer many services to students.

4. Our programs are increasing in size and space and although it is difficult to find space on campus it may be time to be thinking about size and growth of the Transfer Center and the possibility of running out of shared space with other programs.

5. Total Fall Student Contacts SARS: 1,434 (MARKED SHOWED)

Counseling Appointments SARS: 1,085

SARS Walk-Ins: 349

Fall Mentor Contacts: 6,212

Emails: 5,731

Phone Calls: 157

Student meetings: 324



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Transfer Application Extended Hours: Nov. 25 - 27 & Dec. 2

Walk-Ins: 385 students (in person and online) during these dates

Fall Workshops/Presentations:

Total Workshops/Presentations: 55 (in-person and online)

Total Registrations: 630

- In-person: 244
- Online: 386

Total Spring Student Contacts SARS: 1,120 (MARKED SHOWED)

Counseling Appointments SARS: 979

SARS Walk-Ins: 266

Spring Mentor Contacts Total:

Emails: 8,338

Phone Calls: 241

Student meetings:

Spring Workshops/Presentations:

Total Workshops/Presentations: 24 (in-person and online)

Total Registrations:

- In-person: 143
- Online: 96

Transfer Tuesdays: 141

The mentors, since 2023, have been an asset to the Transfer Center. We provide the mentors a student caseload of about 650 - 800 students who identify as Black and/or Latina/o/x and selected transfer as their educational goal. This year, they supported students in multiple ways, in addition with the transfer application. Mentors were able to connect with students and provide support on the social, navigational, and cultural aspects to the transfer process. Students were able to connect with the mentors to discuss their transfer goals and mentors were able to share their own experience through their undergraduate career. Connecting with students with diverse identities, the mentors provided more than application and enrollment support. Additionally, because of the mentors, we were able to create presentations that targeted transfer students to better support their transition. For example, in the fall, we had "How to Fix Your GPA for Transfer", "Financial Aid for Transfer Students", and supported with application drop-ins for 5 days where we remained open until 8 p.m. In the spring, mentors presented for the Legacy and Puente programs, in addition to presenting to students who were admitted for fall 2025 to discuss



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"Transfer Shock" and "How to Choose Your University." With utilization of the Mentors, our focus was to connect students to our services and resources while bridging any transfer gaps students may experience. These student contacts are essential not only to ensure a transfer process, but to establish a transfer sending culture where students do not feel limited to what they can accomplish.

Part 6. Ensuring Equity in Student Services

- A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The Transfer Center is committed to serving underrepresented student populations as charged by the Chancellor's Office.

1. The Transfer Center advertises Transfer Center events to underrepresented students before advertising to the general population to ensure they have access to events.
2. The Transfer Progress Program contacts underrepresented students to make appointments with counselors to create comprehensive student education plans before contacting the general population.
3. The Transfer Center presents workshops specifically for Puente, Legacy Programs, and Veterans.
4. The Transfer Center advertises HBCU transfer agreements on our website and Transfer Center HUB.
5. The HBCUs were included in a panel discussion at the Transfer/Graduation Fair held in November 2020.
6. When requested, the Transfer Center makes presentations to EOPS students.
7. Several of our staff are bilingual in English, Spanish, and Vietnamese.
8. We have increased our reach to distance education students through the Transfer Center Hub and our YouTube channel.
9. We collaborate with EOPS to conduct bus tours to universities.
10. The Transfer Center has collaborated with PUENTE students and took the students to the UCLA Campus Tour as well as Legacy.

- B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)

The Transfer Center has transitioned into a program where both remote and in-person services are performed. We have also implemented a variety of activities to serve students when needed regardless of location.

1. All counselors conduct counseling meetings on Cranium Café and in-person.



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2. We created Zoom application workshops, recorded them and posted them on the Transfer Center HUB.
3. We conducted drop-in application help in the zoom environment.
4. We created a YouTube channel and posted tutorials for completing the CSU application and frequently asked questions for students who need assistance outside our hours of operation.
5. We created and maintained the Transfer Center HUB, a canvas website that houses online workshops, information about Transfer Center events, transfer agreements, and meetings with university representatives that students can access 24/7.
6. We have collaborated with universities to present virtual university tours.
7. We collaborated with Irvine Valley College to provide virtual transfer fair that expanded the number of universities available to students including out-of-state and international universities.

C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program/department. (SEA funding allocation should also be included in Part 2C)

The Transfer Center receives SEA funds to supplement our general operating budget. In 2024-2025 the funds were used in the following ways:

1. SEA funded the employment of 4 adjunct counselors in the Transfer Center, as well as 5 Graduate Mentors. This allowed us to offer counseling services in the summer as well as during the school year. In 2019-20 these counselors created 657 comprehensive Student Educational Plans. They had 1496 appointments with students which we would not have been able to offer without them.
2. SEA typically funds our university tours for students to visit local universities before transfer. This is a core activity for Transfer Centers that we would not be able to offer without these funds. Due to the pandemic, we did not do these visit during 2019-20. In the current year, these tours are being offered virtually.
3. SEA funds our Transfer Celebration held in May each year. This recognition of students' accomplishments is important because not all transfer students earn a degree and therefore don't participate in graduation. We would not be able to offer this celebration without SEA funds. In 2019-20, the Transfer Center offered a virtual celebration but it is no substitute to celebrating in person.

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Part 7. Student Services Learning Outcomes (SSSLOs) and Assessment

- A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	Evaluate transfer workshops	A survey was sent to all students who attended a CSU or UC application workshop during Fall 2020.		
2	Evaluate University Campus Tours			
3	Evaluate Transfer & Pre-Graduation Fair			

Part 8. Evaluation of Previous Goals

- A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Increase resources for students in the Transfer Center	Purchase scanner for student use	Y	
2	Increase assistance with transfer applications	Hire additional adjunct counselors (4) with SEA funds	Y	
3	Increase evening hours during peak season	Extended hours until 8pm between Nov-January	Y	
4	Increase availability of online services to students	Create Transfer Center information HUB	Y	

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5	Transition in new Honors faculty	Mymy Lam replaced Penny Gabouri as Honors faculty	Y	
6	Increase professionalism	Hired FT Special Projects position	Y	

Part 9. New Program Goals

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.
1 Increase professionalism in staffing	Hire Director/manager	Manage the Transfer Center	July 1, 2025 for onboarding	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
2 Extended community collaboration	Join HBCU Caravan in collaboration with neighboring colleges that have the connection	Increase number of Af Am students attending HBCU's	Fall/Spring 2025-2026	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
3				Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other
4				Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other

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Part 10. Resources/Needs Assessment

- A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources within each category. (Example: If you have three resources listed under Personnel, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #
Director of Transfer Center	In Progress	District funds	1
Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #



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Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the program review process.

Dr. Troy J. Davis – Dean of Counseling & Student Development (Acting Transfer Center Director)

Yolanda Duenas - Transfer Center Counselor

Moises Del Real Viramontes - Transfer Center Specialist

Christina Yokoyama-Transfer Center Specialist

B. Describe the involvement of faculty and staff in the program review process.

Dr. Troy J. Davis (Acting Director) - wrote the first draft and participated in all meetings.

Yolanda Duenas and Moises participated in reviewing and approving the survey questions and revisions as necessary assisted by Institutional Research.

Troy, Yolanda, Moises and Christina created surveys of specific services, gathered and Eileen Haddad assisted with creation and survey and compiled results of survey.

All of the above staff reviewed the final draft.

Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies identified as a result of the review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, Cari Jorgensen, Web Content Specialist at cjorgensen@cypresscollege.edu

Changes have been made to the Transfer Center Webpage and is current regarding spring 2025 staffing but will need to be changed once again due to the retirement of Dean of Counseling and Student Development as well as a new Transfer Center Director to be onboarded for Fall 2025, as well as changes due to the Honor's Program staffing. The current changes were made with the assistance of the Guided Pathways team, as well as Campus Communications.

Part 13. Evaluation and Approval from Immediate Management Supervisor

Comments



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Immediate Management Supervisor Signature: ^{Dr. Tracy Davis}Dean's signature Designee of VPSS: [Celeste Phelps \(Jun 25, 2025 17:17 PDT\)](#)
Celeste Phelps

Date Approved: _____