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## Transfer Advocates Report of Student Contact Fall 2012

**Overview:** The Transfer Advocate program, part of the Transfer Initiative, was developed by the Activity One Lead in conjunction with the Transfer Center Coordinator and the Title V Project Director in order to increase the percentage of Crafton Hills College students who transfer to four-year universities. As stated in the CHC Title V HSI grant proposal, the purpose of the program is to assist students in gaining the “social and cultural capital needed to navigate the complexities of post-secondary education,” including the transfer process. Faculty members interested in helping students transfer to four-year universities volunteered to work with students individually as well as speak to classes regarding the transfer process. To measure the effectiveness of the program, the Transfer Advocates reported on their contact with students, including which students or classes they contacted, and which transfer-related topics they discussed with students. The data will allow CHC to measure the effectiveness of the program by tracking the students who had contact with Transfer Advocates to see if those students do, in fact, transfer to four-year schools. This report summarizes the self-reported information provided by nine Transfer Advocates in Fall 2012.

### **Summary of Findings:**

- Nine Transfer Advocates (eight instructors and one librarian) self-reported their transfer advocacy contact with classes and with individual students.
- Transfer Advocates reported the majority of their contact was with entire classes (81%) rather than with individuals (19%).
- Transfer Advocates reported contact with 852 students in 30 different class sections.
- The most popular topics covered by Transfer Advocates in classes were referrals to the transfer center (43%) and information about the Transfer Advocate’s discipline or area of expertise (43%).
- Four Transfer Advocates reported meeting with 11 students individually.
- Information about the Transfer Advocate’s discipline or area of expertise was the most common topic with individual students (64%), followed by referral to the Transfer Center (55%) and CSU General Education Breadth (46%).

**Methodology:** Using an online reporting tool, Transfer Advocates reported the date they provided the service and whether the contact was with an individual student or an entire class. If contact was with an individual student, Transfer Advocates provided the student’s name and ID number. If contact was with an entire class, Transfer Advocates provided the course name and section number. Finally, Transfer Advocates indicated the topic(s) they discussed with the student(s).

**Sample:** A total of nine Transfer Advocates reported transfer advocacy contact with students in a total of 58 reports. Eight advocates were instructors and one was a librarian.

**Findings:** As shown in Table 1, the nine Transfer Advocates reported a total of 58 contacts with students. The majority of transfer advocate contact was with entire classes (81%) rather than with individual students (19%). Five of the nine Transfer Advocates reported that they contacted entire classes only and did not meet one-on-one with students to discuss transfer. Of one Transfer Advocate the opposite was true: she reported meeting with students individually to discuss transfer, but did not speak to entire class sections at once. Three Transfer Advocates reported speaking to students both individually and in classes.

**Table 1: Number of Contacts by Transfer Advocates.**

Transfer Advocate	Contact with Individuals		Contact with Classes		Total	
	N	%	N	%	N	%
Bartlett	2	50.0	2	50.0	4	100.0
Costello	2	33.3	4	66.7	6	100.0
McClurg	0	0.0	15	100.0	15	100.0
Pfahler	2	100.0	0	0.0	2	100.0
Truong	0	0.0	1	100.0	1	100.0
Urbanovich	0	0.0	1	100.0	1	100.0
Wilson	0	0.0	2	100.0	2	100.0
Winningham	0	0.0	17	100.0	17	100.0
Yau	5	50.0	5	50.0	10	100.0
<b>TOTAL</b>	<b>11</b>		<b>47</b>		<b>58</b>	

**Contact with Entire Classes (N = 47):** Table 2 presents the breakdown of the number of students enrolled in sections contacted by a Transfer Advocate. The eight instructors spoke about transfer in 12 courses (15 sections); the librarian visited seven courses (17 sections). A potential total of 852 students were reached in their classes by the Advocates. However, the number of students enrolled includes students who may not have been present at the time of advocacy service. In addition, students may be enrolled in more than one of these courses, and thus individual students could be counted more than once in the enrollment totals.

**Table 2: Class Sections Contacted by Transfer Advocates.**

<b>Advocate</b>	<b>Course</b>	<b># of Sections</b>	<b># of Students Enrolled</b>
Bartlett	English 101 <sup>1</sup>	2	50
Costello	HIST-100	1	68
Costello	HIST-101	1	58
McClurg	MUSIC-100	1	49
McClurg	MUSIC-150/152/154/156 <sup>2</sup>	1	39
Truong	ANAT-151	1	18
Urbanovich	SPEECH-125	1	14
Wilson	MATH 090	1	34
Wilson	MATH 250	1	29
Winningham <sup>3</sup>	CHC-100	1	24
Winningham3	ENGL-914	1	26
Winningham3	ENGL-015	5	123
Winningham3	ENGL-101	6	136
Winningham3	ENGL-102	1	19
Winningham3	RESP 050	1	29
Winningham3	SPEECH-100	2	50
Yau	CIS-101	3	86
Yau	CIS-111	1	24
Yau	CIS-113	1	26
<b>TOTAL</b>		30 <sup>4</sup>	852

Among the topics discussed in classes, the most popular topics were the Transfer Center and the Transfer Advocate's area of expertise (each mentioned in 43% of Transfer Advocates' presentations to classes). Transfer Advocates also frequently made transfer announcements (40%), referrals to the CHC counseling center for academic or transfer guidance (40%), and referrals to other student services (36%).

<sup>1</sup> These two sections of English 101 received transfer information from the instructor and from the librarian on different dates.

<sup>2</sup> These four courses meet at the same time as one class group (Concert Choir I, Concert Choir II, College Singers I, and College Singers II).

<sup>3</sup> The librarian who discussed transfer in these classes was not the instructor.

<sup>4</sup> Some class sections were contacted by Transfer Advocates more than once, so the number of sections (30) is less than the number of contacts (47).

**Table 3: Instances of Topics for Entire Classes by Frequency and Percentage.**

<b>Topic</b>	<b>N</b>	<b>% of Total</b>
Referred to Transfer Center	20	42.6
Information about your discipline/area of expertise	20	42.6
Transfer announcement	19	40.4
Referred to counseling for academic/transfer guidance	19	40.4
Referred to other student services	17	36.2
ASSIST.ORG	8	17.0
Information about your alma mater	6	12.8
IGETC	6	12.8
Californiacolleges.edu	6	12.8
Visit from UC Riverside Admissions representative <sup>5</sup>	6	12.8
Transfer Admission Guarantee	5	10.6
Mobile Transfer Center	3	6.4
Extra credit given for attending transfer workshop or meeting with transfer counselor <sup>5</sup>	2	4.2
CSU GE Breadth	2	4.2
Articulation agreements with independent universities	1	2.1
Other web resources	1	2.1
Private institutions <sup>5</sup>	1	2.1
Guidance re: what course(s) to take after MATH 0955	1	2.1
<b>TOTAL</b>	<b>143</b>	<b>N/A<sup>6</sup></b>

**Contact with Individual Students (N = 11):** With individual students, the most frequently discussed topic was information about the Transfer Advocate's area of expertise (see Table 4). The second most common topic was referral to the Transfer Center, followed by CSU General Education Breadth.

<sup>5</sup> Topics were not listed on the survey and were provided by the Transfer Advocates.

<sup>6</sup> Since some transfer advocates spoke to one section more than once, and discussed more than one topic per visit to a section, the total number of topics discussed is greater than the number of sections visited.

**Table 4: Instances of Topics for Individual Students by Frequency and Percentage.**

<b>Topic</b>	<b>N</b>	<b>% of Total</b>
Information about your discipline/area of expertise	7	63.6
Referred to Transfer Center	6	54.5
CSU GE Breadth	5	45.5
IGETC	4	36.4
Referred to counseling for academic/transfer guidance	4	36.4
ASSIST.ORG	1	9.1
Information about your alma mater	1	9.1
Transfer announcement	1	9.1
Mobile Transfer Center	1	9.1
Transfer to CSU Fullerton <sup>7</sup>	1	9.1
Transfer to UC Davis <sup>7</sup>	1	9.1
UC Transfer Preparation Pathways for Computer Science <sup>7</sup>	1	9.1
<b>TOTAL</b>	<b>33</b>	<b>N/A<sup>8</sup></b>

<sup>7</sup> Topics were not listed on survey and were provided by the Transfer Advocates.

<sup>8</sup> As with the class topics, it should be noted that Transfer Advocates often discussed more than one topic with each student, so that the total number of topics is greater than the number of students.