



Fall 2013 Transfer Advocates Report of Individual Student and Classroom Contacts

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Introduction

The Crafton Hills College Transfer Advocate Program seeks to increase the percentage of college students who are transferring to four-year universities. Faculty member volunteers are Transfer Advocates who assist individual students and speak to classrooms about the transfer process to four-year universities. This report illustrates the results of the self-reported information provided by Transfer Advocates for the Fall 2013.

Sample

Six transfer advocates recorded contact with 11 students and 23 classes.

Summary of Results

- In Fall 2013, Transfer Advocates had more contacts with classrooms (67.6%) than with individual students (32.4%).
- Transfer Advocates recorded contacts with 11 students and 23 classrooms with an unduplicated total student enrollment of 691.
- **Topics and/or activities** discussed with individual students and classrooms that were the most prevalent:

Students

- Referred to Transfer Center (13.3%)
- Career paths in my discipline (10%)

Classrooms

- Transfer Announcement (8.7%)
- Other* (7.0%)

- **Caucasian (42.4%)** and **Hispanic (39.4%)** students were the most prevalent for classroom contacts, and **Asian (27.3%)**, **African-American (27.3%)** and **Caucasian (27.3%)** students for individual contacts.
- **Female (50.4%)** students were the most prevalent in classrooms, while contacts with individual students were primarily with **male (81.8%)** students.
- For classroom contacts, students in the **19-years-old or younger (42.7%)** age category were most prevalent. Meanwhile, for individual student contacts, students in the **20-24 years-old (72.7%)** age category were most prevalent.

Overview

The Transfer Advocate Program, a Transfer Initiative, was established by the Transfer Center Coordinator in collaboration with the Activity One Lead and the Title V Project Director to increase the percentage of Crafton Hills College students who are transferring to four-year universities. As stated in the CHC Title V HSI grant proposal, the purpose of the program is to assist students with the “social and cultural capital needed to navigate the complexities of post-secondary education,” including the transfer process. Faculty member volunteers are Transfer Advocates who assist individual students and speak to classrooms about the transfer process to four-year universities. To keep a continuous measure of the program effectiveness, the Transfer Advocates record which students or classes they contact, and the transfer-related topics and activities they discuss with students. Maintaining a record of the students they support allows CHC to measure whether those students are transferring to four-year universities. This report illustrates the results of the self-reported information provided by six Transfer Advocates in Fall 2013.

Methodology

In Fall 2013, utilizing an updated online reporting tool generated in collaboration with the Office of Institutional Effectiveness, Research and Planning (OIERP) and staff from the Transfer Center, faculty who served as Transfer Advocates recorded their contact with individual student and/or entire classrooms. The online reporting tool provided advocates the option to select from a list of activities/topics that are commonly discussed with classrooms and students. This term, the online tool and the list of activities/topics were updated as a result of recommendations from Transfer Center staff and Transfer Advocates. Through the online reporting tool, Transfer Advocates specified the topics and activities they discussed with the individual student(s) and/or classrooms. Additionally, student demographic information was included and disaggregated by ethnicity, gender and age.

Sample Size

Every school term, several faculty members at college serve as Transfer Advocates, but do not all utilize the online reporting tool to record their contacts with individual students and classrooms. The small sample size of six Transfer Advocates is a reflection of the low number of advocates who report.

Tables 1 and 2 illustrate the number of student and classroom contacts Transfer Advocates reported utilizing the online reporting tool. Transfer advocates reported 11 contacts with individual students and 23 with classrooms. For the classroom contacts, a total of 691 students were enrolled in all the courses.

Table 1: Number of Contacts by Transfer Advocate.

Advocate	Contact with Individuals		Contact with Classrooms		Total
	#	%	#	%	
Transfer Advocate 1	0	-	3	100.0	3
Transfer Advocate 2	5	71.4	2	28.6	7
Transfer Advocate 3	0	-	3	100.0	3
Transfer Advocate 4	0	-	8	100.0	8
Transfer Advocate 5	5	50.0	5	50.0	10
Transfer Advocate 6	1	33.3	2	66.7	3
Total	11	32.4	23	67.6	34

Table 2: Class Sections Contacted by Transfer Advocates.

Advocate	Course & Section(s)	# of Sections	# of Students Enrolled
Transfer Advocate 1	MUSIC-100-20	1	54
Transfer Advocate 1	MUSIC-150X4-65	1	17
Transfer Advocate 1	MUSIC-100-30	1	44
Transfer Advocate 2	HIST-100-45	1	61
Transfer Advocate 2	HIST-101-65	1	55
Transfer Advocate 3	COMMST-111-30	1	31
Transfer Advocate 3	COMMST-100-10	1	31
Transfer Advocate 3	COMMST-100-70	1	30
Transfer Advocate 4	ENGL-976-15, 25, 35, 12	4	99
Transfer Advocate 4	ENGL-101-92, 45, 36	3	78
Transfer Advocate 4	ENGL-102-16	1	22
Transfer Advocate 5	CIS-101-15, 70, 71	3	90
Transfer Advocate 5	CIS-111-15	1	29
Transfer Advocate 5	CSCI-110-10	1	22
Transfer Advocate 6	BIOL-100-35	1	35
Transfer Advocate 6	BIOL-100-90	1	25
Total		23	722

Note: Some students were accounted for more than once because they were enrolled in multiple courses listed. The unduplicated headcount of students was 691.

The topics and/or activities discussed with individual students that were the most prevalent were "Referred to Transfer Center" followed by "Career paths in my discipline". The topics and/or activities discussed the most classrooms were "Transfer announcement" followed by "Advocate's major" (see Table 3).

Table 3. Frequency and Percentage of topics/activities Transfer Advocates recorded with Individual Students and Classrooms.

Activity/Topic	Individual Students		Classrooms	
	#	% of Total	#	% of Total
Transfer Announcements				
Transfer announcement	4	6.7	10	8.7
Scholarships/Financing Education	1	1.7	3	2.6
Workshops	1	1.7	3	2.6
Other*	0	-	8	7.0
Referrals				
Referred to counseling for academic/transfer guidance	5	8.3	6	5.2
Referred to Transfer Center	8	13.3	5	4.3
Referred to Other Student Services	1	1.7	5	4.3
Web Tools/Online Resources				
CHC Transfer Center Website	4	6.7	1	0.9
Assist.org	5	8.3	7	6.1
Californiacolleges.edu	2	3.3	3	2.6
General Transfer Information				
AA/T or AS/T transfer degrees to CSU	1	1.7	0	-
CSU GE Breath	2	3.3	5	4.3
IGETC	2	3.3	5	4.3
UC Personal Statement	1	1.7	0	-
Transfer Admission Guarantee (TAG)	0	-	2	1.7
Out-of-State University Requirements	1	1.7	3	2.6
Private University Requirements	2	3.3	4	3.5
Other*	0	-	1	0.9

Information about your discipline/area of expertise				
Advocate's major	0	-	7	6.1
Career paths in my discipline	6	10.0	5	4.3
My college-going experience	3	5.0	5	4.3
About my research	3	5.0	5	4.3
Opportunities in my area of expertise/discipline	4	6.7	5	4.3
Information about your alma matter				
Advocate's major	0	-	5	4.3
General information about my alma matter	2	3.3	5	4.3
Programs at my alma matter	2	3.3	2	1.7
Other				
Letters of recommendation	0	-	5	4.3
Total	60	100	115	100

Note: Please see Table 4 below for topics/activities reported under "Other*". Transfer Advocates often discussed more than one topic with each student/classroom; therefore, the total number of topics/activities is greater than the number of students.

Results of "Other*" topics and/or activities discussed with classrooms are illustrated in Table 4. The most prevalent were "We also have a master student helping us at the reference desk" followed by "Brief announcement about Transfer Center, what they offer and my experience as a transfer student."

Table 4. Other topics/activities Transfer Advocates recorded with Classrooms by Frequency and Percentage.

Activity/Topic	Classrooms	
	#	% of Total
UCLA Trip	1	11.1
Gave extra credit for going to Transfer Center	2	22.2
We also have a Master Student helping us at the Reference Desk.	3	33.3
Brief announcement about Transfer Center, what they offer and my experience as a transfer student.	3	33.3
Total	9	100

Note: The above activities/topics were recorded with classrooms only. Some advocates who selected "other*" did not specify the activity or topic.

Student and classroom demographic information was disaggregated in Tables 5 and 6. The tables compare Transfer Advocate classroom and individual student contacts with the entire student population in Fall 2013. Hispanic (39.4%) and Caucasian (42.4%) students were the most prevalent in classroom contacts and the same was true for the general student population in Fall 2013 (40.4% Hispanic; 42.4% Caucasian). Female students were prevalent in classroom contacts (50.4%). The overall college population in Fall 2013 was also largely female (52.3%). The majority of the students in the classroom contacts were 19-years-old or younger (42.7%); conversely, the overall campus student population in Fall 2013 was 20-24 years-old (40%).

Table 5. Classroom demographic information.

Ethnicity	Transfer Advocate Classroom Contacts		Fall 2013	
	#	% of Total	#	% of Total
Asian	41	5.9	300	5.3
African American	52	7.5	418	7.4
Hispanic	272	39.4	2277	40.4
Native American/Alaskan Native	7	1.0	70	1.2
Caucasian	293	42.4	2389	42.4
Missing	26	3.8	18	0.3
Total	691	100	5,632	100
Gender	#	%	#	%
Female	348	50.4	2943	52.3
Male	341	49.3	2678	47.5
Total	691	100	5,632	100

Age	#	%	#	%
19 or younger	295	42.7	1860	33.0
20-24	280	40.5	2254	40.0
25-29	48	6.9	705	12.5
30-34	24	3.5	315	5.6
35-39	21	3.0	173	3.1
40-49	10	1.4	204	3.6
50 or older	11	1.6	121	2.1
Missing	2	0.3	0	-
Total	691	100	5,632	100

Note: The total # of students in this table differs from that in Table 2 because the number of enrolled students was unduplicated.

Individual student contacts occurred primarily with Asian (27.3%), African-American (27.3%) and Caucasian (27.3%), male (81.8%) and 20-24 years-old (72.7%) students (see Table 6). In comparison, the overall campus student population was largely Caucasian (42.4%) and Hispanic (40.4%), female (52.3%), and also primarily 20-24 years-old (40%) in Fall 2013.

Table 6. Student demographic information.

Ethnicity	Transfer Advocate Individual Student Contacts		Fall 2013	
	#	% of Total	#	% of Total
Asian	3	27.3	300	5.3
African American	3	27.3	418	7.4
Hispanic	2	18.2	2277	40.4
Native American/Alaskan Native	0	-	70	1.2
Caucasian	3	27.3	2389	42.4
Missing	0	-	18	0.3
Total	11	100	5,632	100
Gender	#	%	#	%
Female	2	18.2	2943	52.3
Male	9	81.8	2678	47.5
Total	11	100	5,632	100
Age	#	%	#	%
19 or younger	2	18.2	1860	33.0
20-24	8	72.7	2254	40.0
25-29	1	9.1	705	12.5
30-34	0	-	315	5.6
35-39	0	-	173	3.1
40-49	0	-	204	3.6
50 and above	0	-	121	2.1
Missing	0	-	0	-
Total	11	100	5,632	100