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Transfer Advocates Report of Student Contact Spring 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 12 Transfer Advocates in Spring 2012.

Summary of Findings:

- 12 Transfer Advocates (11 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 (62%) rather than with individuals (38%).
- Transfer Advocates reported contact with 1,002 students in 36 different class sections.
- The most popular topics covered by Transfer Advocates in classes were transfer announcements (53%), referrals to the transfer center (33%) and information about the Transfer Advocate’s discipline or area of expertise (31%).
- Five Transfer Advocates reported meeting with 38 students individually.
- Information about Transfer Advocate’s discipline or area of expertise was the most common topic with individual students (63%), followed by letters of recommendation (34%).

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 12 Transfer Advocates reported transfer advocacy contact with students in a total of 99 reports. Eleven advocates were instructors and one was a librarian.

Findings: As shown in Table 1, the 12 Transfer Advocates reported a total of 99 contacts with students. The majority of transfer advocate contact was with entire classes (62%) rather than with individual students (38%). Seven of the 12 Transfer Advocates reported that they contacted entire classes only and did not meet one-on-one with students to discuss transfer. Of two Transfer Advocates the opposite was true: they reported not contacting classes at all, but did report meeting with students individually to discuss transfer. Three Transfer Advocates reported speaking to students both individually and in classes.

Table 1: Number of Contacts by Transfer Advocates.

Faculty Name	Contact with Individuals		Contact with Classes		Total	
	N	%	N	%	N	%
Amoui	0	0.0	2	100.0	2	100.0
Bartlett	1	100.0	0	0.0	1	100.0
Costello	0	0.0	1	100.0	1	100.0
McClurg	0	0.0	9	100.0	9	100.0
Pfahler	0	0.0	5	100.0	5	100.0
Purves	2	15.4	11	84.6	13	100.0
Truong	27	79.4	7	20.6	34	100.0
Urbanovich	0	0.0	1	100.0	1	100.0
Walker	0	0.0	8	100.0	8	100.0
Winningham	0	0.0	9	100.0	9	100.0
Word	4	100.0	0	0.0	4	100.0
Yau	4	33.3	8	66.7	12	100.0
TOTAL	38	38.4	61	61.6	99	100.0

Contact with Entire Classes (N = 61): Table 2 presents the breakdown of the number of students enrolled in sections contacted by a Transfer Advocate. The nine instructors taught 16 courses across 27 sections (for a total of 826 students), while the librarian visited four courses across nine sections (for a total of 176 students).

A potential total of 1,002 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.

Advocate	Course	# of Sections	# of Students Enrolled
Amoui	BIOL-100	2	61
Costello	HIST-171	1	47
McClurg	MUSIC-100	1	46
McClurg	MUSIC-150/154	1	28
McClurg	MUSIC-152	1	3
Pfahler	PSYCH-100	3	144
Pfahler	PSYCH-101	1	42
Pfahler	PSYCH-108	1	9
Purves	BIOL-100	3	91
Truong	ANAT-101	2	53
Truong	ANAT-150	2	58
Truong	ANAT-151	2	62
Urbanovich	SPEECH-125	1	27
Walker	ENGL-015	2	51
Winningham*	ENGL-914	1	20
Winningham*	SPEECH-100	1	12
Winningham*	ENGL-101	2	42
Winningham*	ENGL-015	5	102
Yau	CIS-101	2	52
Yau	CIS-111	1	27
Yau	CIS-114	1	25
TOTAL		36	1002

*Note: The librarian who discussed transfer in these classes was not the instructor.

Among the topics discussed in classes, the most popular topic was transfer announcements, followed by referrals to the Transfer Center and information about the advocate's discipline or area of expertise (see Table 3). Four advocates wrote in topics that were not listed on the survey, including scholarships, deadline for application to university, making an educational plan, and out-of-state colleges. It should be noted that Transfer Advocates often discussed more than one topic when visiting a class, and that some Transfer Advocates visited a class section more than once, so that the total number of topics is greater than the number of class sections visited.

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

Topic	N	% of Total
1. Transfer announcement	32	52.5
2. Referred to Transfer Center	20	32.8
3. Information about your discipline/area of expertise	19	31.1
4. Other web resources	8	13.1
5. IGETC	7	11.5
6. Referred to counseling for academic/transfer guidance	7	11.5
7. ASSIST.ORG	7	11.5
8. Articulation agreements with independent universities	6	9.8
9. Information about your alma mater	6	9.8
10. CSU GE Breadth	6	9.8
11. Articulation agreements with independent universities	6	9.8
12. AA/T or AS/T transfer degrees to CSU	5	8.2
13. UC Personal Statement	5	8.2
14. Scholarships*	3	4.9
15. Californiacolleges.edu	3	4.9
16. CSULB application deadline for Engineering program*	3	4.9
17. Educational Plan*	2	3.3
18. Out-of-state colleges*	1	1.6
18. Referred to other student services	1	1.6
20. Transfer Admission Guarantee (TAG)	1	1.6
TOTAL	154	

* Topics were not listed on tool and were provided by the Advocates.

Contact with Individual Students (N = 38): 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 letters of recommendation for scholarships or university admission, followed by CSU General Education Breadth, referrals to the Transfer Center, medical school, and choosing a major or program of study at CHC. 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.

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

Topic	N	% of Total
1. Information about your discipline/area of expertise	24	63.2
2. Letter of Recommendation*	13	34.2
3. Undergraduate/certificate programs of study (at other colleges)*	7	18.4
4. CSU GE Breadth	6	15.8
5. Referred to Transfer Center	5	13.2
6. Discussed medical school*	4	10.5
7. Choosing a major/program of study at CHC*	3	7.9
8. Entrance exams for medical/graduate school*	2	5.3
9. Referred to counseling for academic/transfer guidance	1	2.6
10. ASSIST.ORG	1	2.6
11. Information about your alma mater	1	2.6
12. Help writing a personal statement*	1	2.6
13. Californiacolleges.edu	1	2.6
14. Referred to other student services	1	2.6
TOTAL	70	

* Topics were not listed on tool and were provided by the Advocates.