

Plans for Transfer Center >> 2013 - 2014 **Transfer Center CHC Non-Instructional Program Review 2013-2014**

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Name :

2013 - 2014 Transfer Center CHC Non-Instructional Program Review 2013-2014

Principal Preparer :

Mariana Moreno

Progress Report Preparer :

Mariana Moreno

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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** [Pattern of Service](#) - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

A – Organization (including staffing and structure)

The *1960 Master Plan for Higher Education in California* envisioned a system with universal access to higher education and identified “transfer” as a priority between California Community Colleges (CCC), the California State University (CSU) and University of California (UC) public institutions (Legislation Analyst’s Office, 2007, California’s Higher Education Transfer Function). In the ensuing decades, the CCC Chancellor’s Office piloted Transfer Centers on 20 CCC/UC/CSU campuses with the intent to improve access to services that directly impacted transferability, particularly for underrepresented students. A 30% increase in the number of transfer students affirmed the success of transfer centers. Subsequently in 1991, California Code of Regulations, Title 5, Section 51207 adopted *Minimum Program Standards* for Transfer Centers on California Community College campuses.

The program standards call for districts to:

- a) Identify, contact, and provide transfer support services to students, with a priority emphasis placed on underrepresented students.*
- b) Ensure the provision of academic planning for transfer, including admission and articulation agreements with four-year institutions.*
- c) Provide transfer counseling services.*
- d) Monitor the progress of transfer students to the point of transfer.*
- e) Support the progress of transfer.*

More specifically,

- a) Each district shall designate a readily accessible location as the "focal point of transfer functions"*
- b) Ensure staff is assigned to coordinate the activities of the transfer center, including clerical support*
- c) Provide a resource library of college catalogs, articulation information, and other related transfer information*
- d) Establish an advisory committee to plan the development, implementation, and ongoing operations of the transfer center.*
- e) Include a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts and achievement of its transfer center plan*

Crafton Hills College responded to the mandate by designating an office in General Counseling as the resource library for catalogs, pamphlets and other college materials. Transfer-counseling services were provided by part-time and full-time counseling faculty in General Counseling, EOPS/CARE/CalWORKs and DSPS programs. Counselors were responsible for assisting students with transfer to CSU, UC, private and out-of-state colleges. Additionally, counselors from the General Counseling office rotated the responsibility of coordinating the annual fall term transfer fair and recruiting universities to visit CHC to meet individually with students. The assigned counselor was allotted a quarter of their workload, approximately 7 hours per week. While it appears that CHC had met the standards by designating a space and providing services, in reality the location was not accessible or suitable, nor were 7 hours sufficient to effectively coordinate all the activities identified in the program standards. The Dean of Matriculation and Counseling, with the understanding that these efforts were not meeting the intent of the regulations, requested a dedicated facility, 1 FTE transfer counselor, and 1 FTE transfer technician with the first formal Program Review process in 2006.

October 2010, Crafton Hills College was awarded a [Title V/HSI "Transfer Prep" grant](#) to increase the percentage of students transferring to four-year institutions. One of the objectives of the grant was to designate a space on campus for the new Transfer Center, a space that is accessible, inviting and in a highly visible location. The Transfer Prep team hosted planning sessions and elicited responses from the campus community to identify a suitable location.

While the center was still under construction, in May 2011, the Transfer Center Coordinator was hired and began developing marketing materials and implementing transfer services. By Fall 2011, 28 workshops were offered to assist students with their applications to the CSU and UC systems. Pamphlets and other student handouts were developed in English and Spanish, and made available to assist students with the transfer process. The Transfer Advocate program was initiated in conjunction with providing professional development for the counseling faculty.

Crafton Hills College opened its first stand-alone Transfer Center (TC) on January 17, 2012, 21 years after the mandate to provide a functional space in a suitable location. Now located in the area with the second highest circulation on campus, the TC sits above the Cafeteria with bright, bold yellow lettering notifying students and the campus community of its presence and location.

Staffing includes 1 full-time Coordinator/Counselor, 32 hours of clerical support pieced together by classified staff from Title V/HSI Transfer Prep grant and the Copy Center. The Transfer Center is opened Monday – Friday, approximately 40 hours per week with Thursdays open until 6 pm to serve evening students.

B – Mission, or primary purpose

The mission of the Transfer Center at Crafton Hills College is to promote transfer to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer. It takes a college of dedicated faculty and staff to transfer a student. The Transfer Center is committed to building and maintaining a culture of transfer in all facets of campus life.

C – Whom you serve (including demographics and representativeness of population served)

The Transfer Center is open to all new and continuing students who have a goal to transfer. It serves traditional and non-traditional students, returning students after more than at least one semester break from college, veterans, international and undocumented students, students with learning disabilities, low-income, underprepared, underrepresented, first generation, and professional students, and students who did not do well at the university and who are remediating to return back to a four-year institution. Transfer is a

complex process and different demographic backgrounds add other layers of complexity that require ongoing professional development to continue serving all students.

D – What kind of services you provide - Rubric Item: Pattern of Service - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

The Transfer Center services include:

- Assistance with transfer to CSU, UC, private and out-of-state universities
- Transfer Advocate (TA) program
 - A transfer advocate encourages, supports and mentors students who wish to transfer to another institution. The program consists of 15 part- and full-time TAs, primarily instructional faculty representing all three divisions including instructional support and CTE.
- Mobile Transfer Center - Just as the name implies, the TC becomes mobile in an effort to advertise its services and to reach students who normally do not visit the west-end of campus where the TC is physically located. We setup shop at the LADM Breezeway via a table, couple of chairs, laptop computer and student handouts related to transfer. A counselor and transfer advocate staff the station, usually in 2-hour intervals.
- On-site college and university representatives
 - They meet individually with students to provide an evaluation of progress and admission requirements. For the 2011-12 academic year, 11 universities visited CHC. For 2012-13, the number increased to 15 universities.
- College transfer fairs, events and workshops
 - Transfer Fairs: Over 25 public, independent (private), and out-of-state universities gather at CHC twice per year (fall and spring terms) to provide students with an opportunity to acquire information about their programs and admission criteria.
 - Types of events: Spring 2012 – The TC hosted Cal Poly Pomona, College of Agriculture information session. Fall 2012 – The TC sponsored UCLA Admission Conference for Region IX counselors, also, Mt. St. Mary's College provided a workshop for students about the value of transferring to private universities. Fall 2013 – UCLA Transfer Day, an event to empower students with becoming competitive applicants for admission to UCLA.
 - [Types of workshops](#): Typically every fall term, the TC offers: UC Transfer Admission Guarantee (TAG) workshops, CSU and UC Application workshops, How to Write UC Personal

Statement workshop, and Transfer 101 (Intro to Transfer) workshop. In the Spring term, the focus shifts from assisting students with the application process to helping them transition from CHC to the university and planning for new/current students. Workshops offered include: I've Got In, What's Next?; I Didn't Get In, What Now?; Transfer 101; How to Transfer to CSUSB and other CSUs; How to Transfer to UCR and other UCs; How to Transfer to Private or Out-of-State Universities.

- *Eighty-Seven students, who attended the workshops, responded to a survey about the effectiveness of the workshops facilitated by the TC. In general, students agreed or strongly agreed the workshops were clearly presented, were satisfied with the workshops, and felt the information received would help them meet their educational goals.*
- Social media (Facebook and Twitter) to announce:
 - Activities sponsored by the TC, such as workshops, transfer fairs, and visits by university reps
 - Transfer opportunities at four-year institutions such as summer bridge programs, internships and webinars
- www.craftonhills.edu/transfercenter
- Student Senate identified the TC webpage as the "most helpful/useful"
- The TC webpage later became the model for uniformity for all student services program webpages. The Website is updated and changes are made as each new semester begins.
- Field trips to universities for a campus tour and an admission presentation
- Transfer Recognition Celebration to recognize students' transfer achievement
- Students can e-mail quick questions to transfercenter@craftonhills.edu
- [Articulation](#) and Transfer Agreements are located on the website and in print in the TC
- Assistance with university applications and personal statements
- Assistance with the UC TAG application and eligibility requirements
- Web-based/self-guided activities for transfer planning
- Printed books, college catalogs and resources to explore colleges and universities
- Computer workstations

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

A – Budgetary constraints or opportunities:

Staffing

When the Transfer Prep grant was written in 2009, it specifically stated the outcome of its efforts would be “a fully-staffed transfer center.” However, the grant did not allocate monies to staff the TC other than the salary for the Transfer Center Coordinator (TCC). Additionally, the CHC General Fund did not allocate funding for counseling nor clerical support. Title 5, Section 51207 ([Transfer Center Minimum Program Standards](#)) mandates that clerical support must be provided but it does not specify the minimum amount of hours to be provided. However, the CCC Transfer Recommended Guidelines, a joint publication of the CCC System Office and CCC Transfer Center Directors (TCD) Association, recommend the structure below:

- *One Faculty Coordinator*
- *At least one full-time counseling faculty member*
- *One to two full-time classified positions, depending on size of campus*

In 2011, the TC Coordinator received approximately \$3,500 from the General Fund under budget line item 01-50-25-8208-0215-0000-6330. These funds were utilized to cover the costs for items the Title V/HSI Transfer Prep Grant is prohibited from funding, such as refreshments for university representatives during the transfer fairs. All monies have been spent. Currently, the TC does not have a General Fund budget line item. The Title V/HSI

grant will end in approximately 2 years. The TC must acquire a funding source to operate beyond the grant.

Opportunities:

Staffing

As of Fall 2013, Title V/HSI Transfer Prep grant is providing 16 hours of clerical support by sharing their Administrative Secretary. The Copy Center provides 20 hours of clerical support, which allows the TC to be opened Monday – Friday. The TC Coordinator also utilizes Federal Work Study (FWS) students to help staff the front desk traffic and other office duties. To help with counseling needs, the TC Coordinator hosts two counseling interns regularly from the University of Redlands' graduate program in Counseling. It's important to note that FWS assignments and counseling intern hours, while helpful, are not consistent. FWS student hours vary semester by semester and within the semester itself; students usually request time off during midterms, finals and anytime that an assignment requires their full attention. The hours of the interns vary as well because they are essentially unpaid volunteers and are shared between TC and general counseling. There is a yearly turnover of FWS students and counselor interns which creates a burden on the TC Coordinator to annually retrain staff and makes it a challenge to provide consistent services to students.

Operational items

Title V/HSI Transfer Prep grant absorbed the initial costs of implementing the Transfer Center, including the following:

- Construction of the center including new workstations
- Office supplies
- Electronic equipment such as laptops, computers and webcams
- Reference books, catalogs, banners, cost of brochures
- Marketing materials such as banners, cost of brochures, canopies and table cloths
- Travel costs to attend CSU and UC counseling conferences for the TC Coordinator and counseling faculty from the General Counseling office

- Subscriptions to ["What Can I Do With This Major?"](#) and Western Association of College Admission Counseling (WACAC)

University Field trips:

Title V/HSI funding prohibits the use of funds to pay for direct services to students. It is the goal of the TC Coordinator to have at least two field trips per semester.

Spring 2013, the TC collaborated with the STEM grant, which provided transportation for a field trip to UCR and California Polytechnic University, Pomona.

Fall 2013, the CHC Foundation raised approximately \$900 for university field trips to be shared between STEM and the Transfer Center. Both programs decided to take students on a campus field trip to University of California, Los Angeles, on October 25, 2013.

B – Service area demographics

Service area is a term the universities use to determine outreach efforts to community colleges. According to the [CSU Local Admission and Service Areas](#) document, Crafton Hills College is in the service area of only two CSUs – Cal State San Bernardino and Cal Poly Pomona. For the UC system, typically, UC Riverside attends both Fall and Spring transfer fairs and sends an admission representative to meet individually with students once per month. The remaining eight UC's rotate attendance at our transfer fair and rarely send a representative for student appointments.

According to the [Association of Independent California Colleges and Universities](#) only four private, non-profit colleges contain their home campuses in San Bernardino and Riverside counties: University of Redlands, Loma Linda University, California Baptist University and La Sierra University.

In summary, because of geographical location, a total of seven universities will actively recruit students and provide transfer services to Crafton Hills College, whereas other CCCs,

near or in a metropolitan area, will have double or triple the number of colleges actively involved with their students. This puts our students at a disadvantage.

C - Requirements of four-year institutions

As a small campus, CHC has limited class offerings and programs, thus prohibiting some students from completing all lower-division (freshman and sophomore) major preparation courses for transfer, depending on major and university. For example, Math 141 has not been offered for several academic years, yet close to one third of all CSUs and UC require it for their Business and Economics programs.

CHC does not offer coursework in Engineering (exception – Introduction to Engineering), Architecture, or Ethnic Studies. We offer limited courses in Studio Arts, Music, etc. The UC campuses have reported it is no longer sufficient to make an exception for students transferring from a CCC that does not offer required coursework for lower division major preparatory courses. The continued increase in applications coupled with budget cuts have increased the competitiveness of transfer applications. Students intending to transfer to impacted programs are required to travel to other CCCs to enroll in coursework not offered at CHC. This is increasingly becoming true for the CSU system's impacted programs as well.

D – N/A

E – Job Market

In a recent presentation, the Dean of Institutional Effectiveness, Research and Planning at CHC, referenced a projected shortage of approximately 1 million Bachelor degrees in California by the year 2025. He further presented disturbing facts indicating California is second to last out of 50 states (two territories) in their 4-year enrollment rate for students between the ages of 18 – 29 years old. This is despite ranking first among the states in their 2-year college enrollment. To add to the disparity, the public 4-year systems have capped growth that is not in proportion to the state's growing college-age population.

Research consistently demonstrates that [unemployment rates](#) are much lower for college graduates. Simultaneously, the higher the degree, the more income one will earn.

The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and **transfer preparation**. As an institution we need to be concerted in our efforts to advocate for transfer in our respective roles as administrators, faculty and staff, hence working towards eradicating policies that prohibit transfer.

F – Developments in the field (both current and future)

Current developments in transfer are having a positive impact on the transfer of Crafton Hills College students. For example,

- Associate Degree for Transfer (ADT)
 - Essentially, a transfer degree guarantees completion of lower division requirements - general education and major preparation. Students with a transfer degree not only earn an associate degree but are also guaranteed admission to the CSU system and completion of their bachelors' degree with no more than 60 units after they transfer. Essentially, it streamlines the transfer process for CSU bound students.
 - Crafton Hills College is among the top CCCs in creating the Associate Degrees for Transfer. We have 12 active degrees and several others in the queue awaiting state approval.
 - Business
 - Communication Studies
 - Early Childhood Education
 - English
 - Geology
 - History
 - Mathematics
 - Physics
 - Political Science
 - Psychology
 - Sociology
 - Theater Arts

In the 2011-2012 academic year, only one transfer degree was awarded. In 2012-2013, [81 degrees](#) were granted. The chart highlights the specific awards granted.

- UCLA Transfer Alliance Program (TAP)
 - In 2012, Crafton Hills College Honors Institute (CHI) applied and was accepted in to the Transfer Alliance Program, an honors agreement with UCLA College of Letters and Science programs. Students who have completed five honors courses are eligible to be TAP certified. In 2013, TAP certification increased transfer students' admission rates to UCLA from 29% to approximately 76%. Additionally, the program is designed to foster academic excellence and to promote diversity and retention for UCLA-bound students. CHC students work closely with CHC faculty and receive on-going academic advising from the Honors' counselor. TAP Faculty Coordinators and Counselors meet twice a year with UCLA colleagues to stay abreast of admissions issues and programmatic developments at UCLA.
 - Annually, UCLA hosts a TAP/Transfer Conference for prospective transfer students to learn about UCLA's academic opportunities and expectations through workshops and access to academic and support services representatives.
- UC Transfer Planner
 - This new, online tool helps prospective UC students track their progress toward meeting UC's minimum admission requirements, and allows UC staff to communicate important information. This tool does not replace counseling at the CCCs but is to be used in tangent. The goal of the TC is to market this new resource on behalf of the UC system.
- New Transfer Agreements with Arizona State University, Brandman University and Bellevue University
 - CHC students who transfer to Arizona State University, Bellevue and/or Brandman University receive a variety of incentives such as pre-evaluation of credits, waived application fees, transfer guarantees and scholarships. These agreements are recent so no CHC students have yet transferred to these universities.

Future developments that have an impact on transfer

- The Seymour-Campbell Student Success Act of 2012 mandates that students must have a Student Educational Plan (SEP). Research demonstrates students with a SEP are more likely to complete their academic goals, including transferring sooner. The Transfer Center Coordinator and Transfer Prep Grant Director have provided input to general counseling regarding group counseling efforts to develop student educational plans. The TC

Coordinator began participating in meetings with Cory Brady, Interim Director of Administrative Applications Systems, to improve the educational planning tool on WebAdvisor. Additionally, the Transfer Center Coordinator is working with counselor Robert McAtee to develop a counseling intern program. The counseling interns will work with counselors and students to execute the group counseling sessions and support students services.

- Degree Audit is a program which conducts an evaluation of credits toward not only meeting certificate and associate degree requirements but also the completion of CSUGE and IGETC patterns for the CSU and UC systems. It will also evaluate the completion of the new Associate Degrees for Transfer. Degree Audit will be available to all students via their Web Advisor. Students will be able to do "What if" scenarios, increasing the likelihood of taking the appropriate courses toward meeting their academic goals. The Transfer Center Coordinator plans on playing an active role in the roll-out of this program.

G – Competition from other institutions

It is unclear if the UC system awards transfer credit to the institution where the majority of units were completed or if it is based on the last institution attended by the student. Since it is typical for Crafton students to attend other nearby colleges, it becomes problematic if the UC system awards transfer credit to the last institution attended. This is especially true at the end of their education as they are working towards completing lower division major preparation coursework. As for the CSU system, awarding credit varies in practice and by campus policy. Although the interest is always in helping students transfer, regardless of institution, to some extent it forces CCCs to compete against one another for the transfer credit of students. This is also problematic because the number of transfer applications from each community college affects how the outreach efforts are distributed by the CSU and UC campuses. The TC Coordinator experienced this bias when she initially contacted Cal Poly Pomona and inquired about having them visit CHC to meet with students. The response was, "Well, we only had 19 applicants from Crafton." While it is understandable the public universities have scarce resources, students' transfer is affected by the support of our sister public universities.

H – Requirements imposed by regulations, policies, standards, and other mandates

In summary, the intent of the regulations imposed by Title 5, Section 51207 (*Transfer Center Minimum Program Standards*), was to support and advocate for transfer by having a suitable location and personnel dedicated to lessen or remove barriers for transfer.

Let's take the previous example when Cal Poly Pomona was invited to visit Crafton Hills College. Having knowledge of the local and service area policies of the CSU system, the TC Coordinator argued that CHC is within Cal Poly Pomona's "service area" and thus Cal Poly Pomona had a responsibility to provide outreach efforts to our campus regardless of how many applications were received from CHC. Since then, Cal Poly Pomona regularly attends the Fall and Spring transfer fairs and visits our campus twice per term to meet individually with students to review their academic progress.

3. Progress on SLOs

Rubric Item: [Service Area and/or Student Learning Outcomes: Process](#)

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

A – Please summarize the progress your unit has made on SAO measures you have applied since your last program review.

The Transfer Center has not yet developed SAOs. In the four-year plan, the TCC will meet with Office of Institutional Effectiveness, Research, and Planning (OIERP) to evaluate the use of SAOs for the Transfer Center.

B – N/A

C – What is your plan for continuously completing the assessment cycle?

The first SLOs were developed Fall 2012 term. Surveys were distributed to students the following term during the Spring 2013 term. To effectively measure the outcomes based on an entire academic year, the surveys are currently in distribution to students. After Fall 2013, an assessment of the SLOs will be evaluated and improvements will be made based, as necessary.

D – If your program has SLOs, please discuss here.

The TC SLOs inquire about students' knowledge of minimum admission criteria for CSU and UC campuses. It is important for students to understand the minimum admission requirements because failure to meet any part of the criteria results in automatic denial for admission. Two different SLOs were written in questionnaire format, one for CSU-bound students and the other for UC-bound students. The questionnaires consist of five, multiple-choice questions. They are given to students at the conclusion of the CSU and UC Application workshops.

4. Outcomes Assessment Reporting

Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. Should you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- Minimum Transfer Requirements
- **Statement:** As a result of engaging with the Transfer Center, students will understand the minimum admission requirements to transfer to the CSU and UC systems.

Measurement: Students will participate in a multiple-choice survey at the end of transfer-related workshops where transfer to CSU and UC is discussed. Students who are interested in transferring to a CSU campus will receive the CSU minimum admission requirements multiple choice survey. Students who are interested in transferring to a UC campus will receive the UC minimum admission requirements multiple choice survey.

Benchmark: At least 70% of students will answer all of the questions correctly.

Evidence: This is the first SLO for the Transfer Center. Students are currently being assessed through the end of Fall 2013 workshops.

Implications: N/A at this time.

Is Completed: No

Is Assessed: Yes

Outcome Type: Slo

ILO Type: CriticalThinking

Evidence Files:

- [SLO multiple choice survey .docx](#)

5. Quantitative and Qualitative Results

Please provide...

a. **Rubric Item:** A list of any quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.). Provide at least two.

b. **Rubric Item:** A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the [target](#) that has been set.)

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

A – A list of any quantitative or qualitative measures you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.). Provide at least two.

The Transfer Center will serve approximately 500 contacts through counseling appointments, approximately 400 contacts via workshops and approximately 100 students via walk-ins. Outside the Transfer Center, approximately 1900 contacts is the target with the fall and spring transfer fairs (2900 total).

B - Rubric Item: A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the target that has been set.)

The Transfer Center uses SARS GRID to capture counseling appointments, walk-ins, and workshop attendees. During both academic years represented below, the TCC has relied on counseling assistance from counseling interns to provide support for walk-in students with quick questions. Most students who visit the Transfer Center usually request an evaluation of their readiness for transfer, which requires a higher-level of competency than an intern is qualified to provide. Interns usually need about 400 hours of practicum, about the time they need to develop a level of expertise to work with students without direct supervision from the TCC. After two years of hosting counseling interns, the TCC has decided it is no longer a viable option until the counseling intern program is structured and established. Thus, the number of walk-ins has been reduced from 831 to 100 contacts.

The initial purpose of classroom presentations was to advertise the Transfer Center's services. Since the center has grown faster than available staffing resources, classroom presentations will be limited to transfer planning presentations, as time permits.

2011-2012

Utilization of Transfer Center

- 753 contacts
 - o 403 walk-ins
 - o 199 workshop appointments
 - o 134 individual appointments

24 **Class Presentations** = 670 contacts reached
contacts reached

Transfer Fairs = 1411 contacts reported

Total 2011-12 Contacts: 2,834

2012-2013

Utilization of Transfer Center

- 1771 contacts
 - o 831 walk-ins
 - o 440 workshop appointments
 - o 500 individual appointments

19 **Class Presentations** = 837

Transfer Fairs = 1966 contacts reported

Total 2012-13 Contacts : 4,574

Another measurement is the number of applicants to the CSU and UC systems. An

objective of the Transfer Prep Grant is to increase the transfer rate of CHC students by 4% each year. The table below demonstrates applications to CSUSB and to the UC system (9 campuses). This will be the baseline by which to measure growth.

Fall 2012 University Applications

- CSUSB Fall 2012 = 284 applicants (CSUSB closed for winter/spring transfer)
- UC Fall 2012 = 89 (UC only accepts applications in the fall term)

C- What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

When you take into account, on average, between 65 and 80% of new students indicate “transfer” as their academic goal, it is no wonder the TC is bursting at the seams. Additionally, OIERP has identified 956 students who meet the minimum eligibility to apply for UC and 936 students who meet the CSU minimum eligibility (transfer-ready). Current staffing is insufficient to meet the transfer counseling needs of new, continuing, and transfer-ready students. During the next four years, the TC Coordinator will advocate to secure at least one full-time support staff and at least one counselor. Even if at least one counselor was hired, there are still more students interested in transfer and more students that are transfer-ready than one counselor could service. Therefore, it is important that some of the TC Coordinator efforts be spent on evaluating and removing CHC’s internal processes that negatively affect the transfer of students. (Please see section 10.)

6. Performance on Data Items

Please discuss your program’s performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** [Innovation and Service Enhancement](#)
- ii) **Rubric Item:** [Partnerships](#) (Describe at least 2 external and/or internal partnerships)

i) Innovation and Service Enhancement

The TC has proven to be an invaluable service to students by increasing student exposure to universities through the addition of a spring term fair and increasing the number of university admission representatives who visit CHC to meet individually with students. Prior to the development of the TC, SARS GRID reveals that less than 10 university representatives, on average visited CHC for individual appointments. And, appointments rarely filled up. As a result of the TC, student access to universities has more than doubled. The table below demonstrates the increase of representatives.

ii) Partnerships (Describe at least 2 external and/or internal partnerships)

<u>2011-2012 University visitors</u>	<u>2012-2013 University visitors</u>
11 universities for tabling & indiv appts	16 universities for tabling & indiv appts

During the fall 2011 term, "transfer-ready" students (meeting CSU and UC minimum eligibility to apply for transfer) were sent e-mails encouraging them to attend an application workshop or meet with a counselor to determine eligibility for transfer. Anecdotally, very few students applied for transfer in comparison to the large number of students that were identified as meeting eligibility to apply for transfer. During the fall 2012 term, in a pilot program 100 students were given their notification via a letter handed to them by their transfer advocate professor. By doing so, we are assured the student received the message, most likely will read it because it was handed to them by their professor, and hopefully feel a sense of urgency to follow-up with the transfer center. Research has not yet been requested to determine if these 100 students attended an application workshop sponsored by the Transfer Center or met with a counselor, but it is worth mentioning that applications increased by 42% to CSUSB and 45% to the UC system from 2011 to 2012.

<u>Fall 2011 University Applications</u>	<u>Fall 2012 University Applications</u>
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- | | |
|--|---|
| <ul style="list-style-type: none"> • CSUSB Fall 2011 = 199 applicants | <ul style="list-style-type: none"> • CSUSB Fall 2012 = 284 |
|--|---|

• UC Fall 2011 = 61

• UC Fall 2012 = 89

ii) Rubric Item: Partnerships (Describe at least 2 external and/or internal partnerships)

Internal partnerships: It is evident by the collaboration and support from the campus community that it embraces the Transfer Center. The Extended Opportunity Program and Services (EOPS) and STEM programs require all their second and third-year students to attend a transfer workshop. The Dean of Counseling and Matriculation has given her full support to make sure all full and part-time counselors participate in the monthly transfer trainings with the TC Coordinator. Financial Aid advisor, Fermin Ramirez, has agreed to facilitate workshops for students who have applied for transfer to a university. Admission and Records has updated their graduation application to include the Associate Degrees for Transfer. The TCC was invited the last two years to present a transfer workshop for all students in the Left Lane Project during their summer bridge program. Approximately 15 professors participate in the Transfer Advocate program and other professors send their students to the Transfer Center or invite the TCC to visit their classes.

External partnerships: Recently, the TC hosted UCLA Transfer Day, an event for students not only from Crafton Hills but from other Region IX colleges. Approximately 80 students attended the event. Last year, Crafton hosted a UCLA counselor event for all Region IX colleges. Both events were UCLA's first attempt at reaching students and counseling faculty in the Inland Empire. Other external partnerships include monthly university guest presenters during counseling faculty meetings; National University sponsoring lunch for the CTE faculty transfer meeting, the CCC-UC Data Sharing project, which allows the TC Coordinator to get access to students who applied and were admitted to UC system; and also inviting universities to provide professional development for Instructional faculty (UC Berkeley – how to help students with their personal statements, Southern Methodist University – how to write letters of recommendation).

7. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Innovation
- Compliance with applicable mandates

Representativeness of population served

The Transfer Center is doing an excellent job at serving [underrepresented students](#). When compared to the general student population, the TC serves a higher percentage of Asian, African-American, Hispanic and Native-American students. For the 2012-2013 academic year, 58.5% of underrepresented students accessed the transfer Center compared to 55.2% which are represented in the general population.

What's not going well

Students expect to receive counseling services when they visit the TC. First-generation students generally do not know the steps needed to transfer to a university so they visit the TC to learn the process and to develop a Student Educational Plan. Other students know that to be competitive, they must plan early so they come to the TC to receive expertise in admission practices from the TC Coordinator. Continuing students are either unsure if they are ready to transfer or know they are ready and request assistance in finalizing their last

term coursework prior to transfer, as well as assistance with the application process. After the application is submitted, students have many questions about communication from the university. Since most students apply to several universities, it can be very confusing for them because each university has a unique application process. Failing to meet deadlines can automatically disqualify the student for admission. The counseling needs of students wanting transfer shift from evaluating transfer readiness to making sure students do not jeopardize their admission.. The TC Coordinator divides her time between counseling and coordination of the TC, which translates to approximately 200 appointments for each term. This is in addition to facilitating an average of 4 workshops per week (6 hours total). There aren't enough counseling hours to accommodate an appointment for each of the transfer-ready students identified by OIERP (approximately 1000 for CSU and 900 for UC). This also means the TC cannot serve new students who want to plan early for transfer. The vision for the TC is to serve all students who are interested in transfer, not just students who are potentially ready to transfer, but meeting that vision would require a dramatic increase in levels of staffing in the TC.

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)

- Despite the limited staffing, the TC is open M-F from 8am to 5 pm, with one late evening until 6 pm on Thursdays.
- The Transfer Center offers more workshops than any other student services program on campus. Approximately 50 workshops are offered each year.
- Students utilize the transfercenter@craftonhills.edu website to ask quick transfer questions. It is undetermined as to how often it is used because it is not set-up to track students.
- The Mobile TC is another option for students to get access to transfer information at the East end of campus.
- It is important to stay current with students in their use of technology. The Transfer Center posts at least three messages per week on Facebook and Twitter. This feed is used to alert students of events and external transfer opportunities (conferences, internships, summer bridge programs) as well as remind students of deadlines for applications and scholarships. The Transfer Center has received kudos on several occasions from the CHC webmaster and the former director of marketing for actively posting on FB/Twitter, thus helping the CHC website maintain currency.

Partnerships (internal and external)

The EOPS and STEM programs require their students to attend at least one TC sponsored workshop per term. The EOPS program serves underrepresented students which in turn helps the Title V/HSI grant meet its goal to increase the transfer rate of Hispanic and other underrepresented students.

Financial Aid Office: Students do not know that FA functions very differently at a 4-year institution than it does at the community college. Thus, beginning with the spring term, the TC Coordinator will be co-facilitating workshops with FA office for students who have been accepted and are transitioning to a four-year institution.

Admission and Records Office: The TC Coordinator works closely with the Records Evaluator, Ben Mudgett. Institutional barriers for transfer are primarily identified by counseling faculty and the Records Evaluator. Both the TC Coordinator and evaluator communicate as internal and external barriers arise to collaborate on removing such barriers. Additionally, Ben Mudgett is scheduled to provide a three-part training on the IGETC standards for counseling faculty during the transfer trainings, hosted by the TC Coordinator.

Full and Part-time Counseling Faculty: The purpose of the monthly transfer trainings is to equip all counseling faculty with knowledge of admission requirements and the intricate details of academic evaluations that vary among the CSU, UC, private and Out-of-State (OOS) institutions. Prior to these efforts, counselors from EOPS, CalWORKs, DSPS, and general counseling programs worked in silos and did not meet as a group to share and collaborate. However, because all counselors assist students with transfer, it's vital towards becoming a premier transfer college that both full and part-time counselors receive professional development. The transfer trainings are facilitated by the TCC and include a university guest speaker, an identified resource of the month, and counseling scenarios.

Instructional Faculty/Transfer Advocate program: In order to understand the value of planning early for transfer, several instructional faculty (including Transfer Advocates) give students extra credit for meeting with the TC Coordinator for counseling or to attend a TC-sponsored workshop. They also walk their classes to the annual transfer fairs and encourage students to meet with other Transfer Advocates.

Career and Technical Education (CTE): CTE students aren't always thought of as transfer students, but research indicates that more employers are seeking incumbent workers with a Bachelor's degree. The Transfer Center Coordinator wanted to make sure these students have access to transfer. Because the CTE buildings are located across campus from the TC, CTE students rarely receive the benefit of transfer services. The TC Coordinator wanted to make sure these students have access to the information and activities provided at the TC. The TCC invited all CTE faculty to a luncheon to learn about opportunities for transfer for CTE students. Primarily, CTE students are seeking a BA that focuses on organizational leadership, business and public administration, communication and/or health administration for allied health students. The TCC created a spreadsheet of non-traditional (evening and/or weekends) programs of interest for CTE students at four-year institutions including the link to the programs offered at each institution and which areas would be most beneficial to CTE students.

The Office of Institutional Effectiveness, Research, and Planning (OIERP): The TC relies on data provided by the OIERP to communicate with potential transfer students. On average, the TC submits seven (7) research requests per year, such as a list of students who meet transfer criteria to UC/CSU systems.

External

UCLA – While reconnecting at a UC Counselors' conference, the TC Coordinator collaborated with her UCLA contact and together hosted a regional admission workshop for counselors at Crafton Hills College. Approximately 30 counselors represented Chaffey, Mt. San Jacinto, Moreno Valley, Riverside City, San Bernardino Valley and Crafton Hills College. The success of this event has led to a student transfer admission event for Region IX colleges, again hosted at Crafton Hills College, on October 18, 2013.

The TC Coordinator participated in an HSI student focus group to elicit feedback about the experience of Hispanic students at CHC. **National University** sponsored the event by providing lunch to student participants, an incentive to participate.

The transfer training for all part-time and full-time counseling faculty have included **university guest speakers** from University of Redlands; California Baptist

University; Biola University; University of California, Riverside; University of California, Berkeley; and California State University, San Bernardino.

The University of California provides CCCs the option to participate in **CCC-UC Data Sharing program**, whereby the UC Office of the President grants each participating CCC an annual list of students who applied to the UC system. The TC Coordinator uses the contact list to help keep students on course towards transfer by e-mailing them, reminding them of deadlines that may affect their transfer, and inviting them to visit the Transfer Center for an appointment or to participate in workshops for admitted students to help with the transition from CCC to UC.

CSU, San Bernardino provides the TC Coordinator with a list of admitted students. The TCC uses this list to invite students to workshops, facilitated by CSUSB representatives, to assist students in successfully completing the admission process.

Implementation of best practices

Activities such as Counselor transfer trainings, Twitter, FB, application workshops and the mobile TC have been implemented based on best practices by established TCs.

Research has shown that faculty are the most important and most consistent point of contact for community college commuter students (Stage & Hubbard, 2007; Tinto, 2000). It has been noted, however, that faculty-student interaction is rarely included in recommendations for institutional practice (Bensimon, 2007; Martínez Alemán, 2007; Stage & Hubbard, 2007). The Transfer Advocate program at CHC is an informed attempt to address these realities by training self-selected faculty in the essentials of transfer from CHC to four-year institutions and encouraging these faculty to advocate proactively for students' transfer ambitions and to facilitate students' navigation of the transfer process.

Transfer Advocates (TA) Role and Responsibility:

A transfer advocate encourages, supports and mentors students who wish to transfer to another institution. More specifically, transfer advocates will:

- Provide direction in navigating tools such as:

- IGETC – Intersegmental General Education Transfer Curriculum
- CSU GE BREADTH – California State University General Education Breadth pattern
- ASSIST.ORG & AICCU.EDU websites
- Articulation Agreements with private universities
- Encourage participation in transfer-related activities and refer students to the Transfer Center.
- Refer students to Counseling services (general counseling, EOPS, DSPS) to develop a Student Educational Plan (SEP) or to provide additional transfer guidance beyond your scope.
- Provide current information about CHC student services so that students will receive the support they need to be successful.

Additionally, all Transfer Advocates are responsible for the following:

- Participate in two (2) additional trainings per semester.
- Participating in The Mobile Transfer Center two times per semester for two hours each session.
- Post the Transfer Advocate sign where students will see it.
- Submit a brief report at the end of every semester about the students they served and how.
- Complete an annual evaluation of the program.

Examples of Transfer Advocates activities:

- Disseminate transfer announcements to students in their courses.
- Give extra credit for attending transfer fair, transfer workshops, or meeting with a counselor/university rep at the Transfer Center
- Have an open invitation to bring in university representatives to TA classes for a quick presentation
- Incorporate UC personal statements as a writing assignment.
- Accompany students on fieldtrips to universities.
- Assist with marketing transfer activities and events to students.
- Advocate for transfer in committees.

- Encourage other faculty to get involved in supporting transfer.

Beginning with the [Fall 2011 term](#), Transfer Advocates have reported approximately 3000 contacts based on the activities above. Announcements about transfer events continues to be the most popular topic covered by TAs, followed by information about the advocate's discipline and referrals to the TC.

Transfer Advocates were asked to rate the quality of TA trainings and [satisfaction with the TA program](#). Seven out of 15 advocates responded to the survey. 100% of respondents Strongly Agree that...

- Their expectations for their roles as Transfer Advocates were clearly defined.
- The structure of the Transfer Advocate Program made it easy for them to meet their responsibilities.
- The Transfer Center Coordinator was accessible and easy to talk to.
- They would be willing to recommend serving as a Transfer Advocate to other faculty.
- They would be willing to serve as Transfer Advocates in the future

100% of respondents Strongly Agree or Agree that...

- The goals and objectives of the Transfer Advocate Program were clearly defined.
- They received sufficient training.
- They felt well supported as Transfer Advocates.

100% assigned a rating of

- "Good" or "Excellent" to their overall experience.

Efficiency in operations

Drop Box – Because the TC front desk coverage is pieced together by several staff, a more efficient method was needed to work on projects by multiple staff members. Drop Box, an online file-sharing system, is utilized to work on flyers, student handouts, transfer fair documents, TC operations, etc. It has made communication among projects much easier.

The most current file is updated in Drop Box regardless of which staff member worked on the project. Drop Box centralizes all documents and provides access to the most current file at all times.

The TCC provides an orientation for each new FWS and at least one staff training per term that includes classified clerical support staff, interns, and FWS students. Recently, the TCC incorporated a checklist for recently hired FWS students and an informal evaluation process.

Efficiency in resource use

The Title V/HSI "Transfer Prep" grant provides all the operational needs of the Transfer Center except for any food costs or direct services to students. General funds were used from 5809 expense account to provide refreshments for university representatives and students during the transfer fairs and the Transfer Recognition Celebration.

Staffing

As previously mentioned, the grant did not include funds for clerical support, yet declared the result of the grant would be a "[fully-staffed transfer center](#)." The College President, Cheryl Marshall, and the Director of Transfer Prep grant have provided clerical support to cover the front desk by reassigning secretaries from the Title V/HSI Transfer Prep Grant and Copy Center to the TC so that it remains opened to students M – F. Every attempt is made to hire Federal Work Study (FWS) students to fill-in gaps in front-desk coverage, however, because student schedules change every semester, full coverage is always an issue.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

The TC Coordinator committee participation includes: Technology Committee, Academic Senate, HSI Committee with SBCCD Chancellor, Title V/HSI "Transfer Prep" Steering Committee, CHC Mentor program, and Catalog Committee. Also, the TC Coordinator is currently participating in the hiring committees for a Career Counselor and Part-time Technology Assistant.

Professional development and training

Perhaps the greatest challenge comes from the fluid, ever-changing admission and program requirements from four-year institutions. Just as all CCCs are not uniform in their academic policies, neither are the two California public four-year systems and certainly not the private institutions, who by nature, enjoy autonomy. With over 200 colleges and universities in California, a counselor's greatest challenge is to keep track of the myriad details which impact transfer admission and are continuously changing. The TCC attends the following conferences annually:

- CSU Counselors' Conference
- UC Counselors' Conference
- Ensuring Transfer Success
- AHSIE Conference
- Loma Linda University Counselor's conference
- USC counselor's Conference
- CSUSB Counselor Conference

Continuous meetings:

- Region IX Transfer Center Directors' meeting (once per semester)

Group dynamics (e.g., how well do unit members work together?)

There is good synergy amongst the TC Coordinator and TC staff. We are a hard-working, student-centered team.

Innovation

The letters alerting students they may be eligible to apply for transfer given directly to them via their professor is genius. It is intrusive, yet a powerful approach capitalizing on the relationship between a student and professor to communicate with students.

Compliance with applicable mandates

The TC has participated in the last two annual planning documents. Additionally, the TC is in compliance with the CCC Chancellor's Office by completing the [annual Transfer Center report](#).

8. Vision and Mission

- a. Tell us your vision: Where would you like your program to be four years from now?
- b. **Rubric Item (Alignment):** Describe how your mission from question 1B and vision align with and contribute to the college's [mission and vision](#), as specified in the [CHC Educational Master Plan](#).)

The vision of the Crafton Hills College Transfer Center is:

- A fully-staffed transfer center consisting of 1 full-time coordinator, 1 full-time counselor and 1 full-time administrative secretary.
- A budget of at least \$10,000 through General Fund to support its operational costs.
- All students, regardless of their academic standing, will be accommodated with a counseling appointment in the Transfer Center.
- Each identified "Transfer-Ready" student will attend an application workshop or meet with a counselor to evaluate his/her readiness to apply for transfer.
- The removal of any institutional policies and/or practices identified as barriers for transfer.
- By Fall 2015, meet the Title V/HSI Transfer Prep Grant objective of increasing the number of CHC students transferring to 1,577 students per year.
- By Fall 2015, increase the percentage of CHC Hispanic students transferring from 21.5% in 2006-07 to 31.5%.
- Increase the transfer of all underrepresented students.

The sole purpose of the Transfer Center and its reason for existing is to actualize the CHC

vision to become “the premier college fortransfer preparation.” Every TC sponsored activity, goal, and objective is directed towards meeting that vision by increasing student access and success with an emphasis on inclusiveness of all students including underrepresented students while employing best practices from established Transfer Centers at other community colleges. Its goal is to continue operating with a high level of standard by actively participating in the evaluative processes to function efficiently and effectively on behalf of students.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Support and enhance a campus-wide transfer culture**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Develop activities that promote transfer**

Develop activities and services that promote transfer

Priority Rank:

3

Original Start Date:

07/01/2012

Original End Date:

06/30/2013

Revised Start Date:

07/01/2012

Revised End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Teach Faculty Transfer Advocates web tools to increase their awareness of transfer admission and academic requirements for their discipline.**

The Faculty Transfer Advocate program has focused on breadth of transfer knowledge but now it is time to dig deeper and go into depth. Because they are not counselors, they become experts in transfer admission and academic requirements for their respective discipline.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

Transfer advocates participate in two trainings per term. During Spring 2013, advocates learned how to use assist.org to determine major preparation coursework for their discipline, to ascertain competitiveness of program within area colleges, and general education pattern a student should follow for their discipline.

Measurements/Documentation of Progress:

N/A

- **1.1.a2 - Create an advisory committee that includes faculty, staff, administration, students and university representatives**

Create and advisory committee that includes faculty, staff, administration, students and university representatives. Advisory committee will meet once per semester.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Objective was Removed

Progress Description:

Title V/HSI Transfer Prep Grant committee is acting as the advisory committee during the development of the Transfer Center and until the grant ends, September 2015.

Measurements/Documentation of Progress:

N/A

▪ **1.1.a3 - Coordinate a transfer student celebration ceremony**

Not all transfer students graduate or participate in the CHC commencement ceremony because some will transfer to private institutions with less than 60 units, others will follow transfer requirements which don't necessarily align with graduation requirements, etc. This is an opportunity for the campus to celebrate students who will be transferring and for the families of our students to participate in a recognition ceremony.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

The Transfer Center hosted its first *Transfer Recognition Celebration* on May 17, 2013. Approximately 80 students and their guests attended.

Measurements/Documentation of Progress:

N/A

- **1.1.a4 - Market the Mobile Transfer Center**

The Mobile Transfer Center efforts were recently initiated during Spring 2012 semester but it was not marketed to the campus community, in part because we did not have all the resources identified in the grant. However, Activity One folks wanted to pilot it and thus set-up shop at LADM Breezeway, where there is the greatest flow of traffic. Now, we are ready to take it to the next level and market it to students.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

The Transfer Center posted the Mobile TC dates on Facebook and Twitter, which in turn fed into the campus main webpage. Transfer Advocates, who staff the Mobile TC, were encouraged to announce the dates to their students.

Measurements/Documentation of Progress:

- **1.1.a5 - Develop the Virtual Interest Groups**

The Virtual Interest Groups (VIGs) will be designed to support students with career development and transfer using online format such as social media via Facebook.

Start Date:

10/01/2012

End Date:

09/30/2013

Responsible Person:

Activity One Lead & TCC

Status Code:

Work is Completed and Ongoing

Progress Description:

The College Honors Institute and Alpha Gamma Sigma association both have active Facebook pages which are student led and managed. The FB pages permit students to become active in the learning process and deciding the activities sponsored by their respective programs. The pages become a place where students actively promote current events and utilize it as a tool to plan and develop activities that encourage transfer which align with students' academic goals. Students are able to create events and surveys such as deciding their annual university field trip. The FB pages also encourage nonparticipants to inquire about the program and its services to students.

Measurements/Documentation of Progress:

- **1.2 - Objective - Communicate with campus community all matters related to transfer**

Communicate with campus community all matters related to transfer

Priority Rank:

4

Original Start Date:

07/01/2012

Original End Date:

06/30/2013

Revised Start Date:

07/01/2012

Revised End Date:

06/30/2013

Responsible Person:

Transfer Center coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **1.2.a1 - Disseminate "Transfer News" document to campus community**

Disseminate a newsletter to keep the campus informed of the activities, challenges, opportunities and trends regarding student transfer.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

Rather than a newsletter, the transfer center distributes monthly calendar of activities to the campus community.

Measurements/Documentation of Progress:

N/A

- **1.3 - Objective - Secure a fully-staffed transfer center according to Title 5 regulations/recommendations and Title V/HSI Transfer Prep Grant language.**

Priority Rank:

1

Original Start Date:

12/03/2012

Original End Date:

06/28/2013

Revised Start Date:

12/03/2012

Revised End Date:

06/28/2013

Responsible Person:

TCC and Title V/HSI Activity One

Strategic Direction:

None

Impact Type:

-- Pick One --

Resource Requests:

- **1.3.r1 - Part-Time Counselor**

Description

Counseling services include but is not limited: Assist students with the appropriate course selection necessary for transfer preparation, including the completion of all basic skills courses, utilizing both electronic and printed resources to provide students with information on college and university admission, selection criteria, general education and major preparation, completing Student Educational Plans (SEPs), using articulation agreements to evaluate attempted coursework, and offering career-related counseling.

Rationale

A transfer center was created for students to provide access to transfer guidance and information. I knew that we would not have a counselor to assist students so I created self-guided activities to assist them with researching universities and to use ASSIST for those interested in public universities. I found that most students came to the transfer center expecting to get one-on-one assistance with the transfer process. The self-guided activities work with new students but most are continuing students and ask questions such as, " Am I on track?....What classes do I need to take?..... Am I ready to transfer?" as well as have very specific questions. All these questions require an evaluation of their academic records that can only be done by a counselor. According to SARS GRID, the transfer center has documented approximately 1000 contacts for the Fall 2012 term. This is an extraordinary number considering this is the second term the transfer center has been opened and considering the shortage in staffing which includes, a full-time coordinator that is limited to 25% of her time to counsel students, 3 federal work study students, and a secretary for 16 hrs per week. The FWS and secretary provide clerical support and are not able to evaluate student records.

A part-time counselor can work up to 422 hours per semester at 43.16 per hour.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

general fund

First Year Cost/Savings:

\$36,427.04/\$0.00

Second Year Cost/Savings:

\$36,427.04/\$0.00

Third Year Cost/Savings:

\$36,427.04/\$0.00

▪ **1.3.r2 - Full-Time Clerical Assistant II**

Description

Support staff is responsible for the following: work at the front line of the Transfer Center to greet students; answer their transfer questions, and refer them to counseling as appropriate; schedule appointments for visiting university representatives and counselors; order and maintain all transfer resource books and materials; handle all clerical support for the transfer center coordinator and counselors; supervise student employees; publish the activities (on-line and in print) of the transfer center to inform students and campus community; may assist students with transfer research and on-line university applications.

Rationale

According to CA Title 5 Education Regulations (Section 51027) which identifies minimum program standards for transfer centers, districts shall provide:

(3) Staffing: Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. **Clerical support for the transfer center shall also be provided.** While the regulations do not specify the amount of clerical support, a joint publication of the CCC System office and the CCC Transfer Center Directors Association have published recommendation guidelines which identifies, "At least one to two full-time classified positions or more depending on the size of campus and the scope of the transfer program."

Currently, the transfer center is utilizing Title V/HSI Transfer Prep secretary for 16 hours per week and 3 Federal Work Study (FWS) for 10 hrs per week. The TC is opened for 30 hours per week, Monday - Thursday. FWS students are usually scheduled when I do not have clerical support. However, FWS cannot be left unsupervised so I have had to dismiss them for brief periods of time while I attend a meeting, committee or take my lunch. It is awkward and unproductive because they often work 1.5 - 3 hour shifts. Not having consistent clerical assistant also leads to having to close the center, often times without sufficient notification to students and the campus community.

The salary below does not include benefits.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

general fund

First Year Cost/Savings:

\$29,173.00/\$0.00

Second Year Cost/Savings:

\$30,636.00/\$0.00

Third Year Cost/Savings:

\$32,952.00/\$0.00

Actions/Activities:

- **1.3.a1 - Initiate a discussion with Activity 1 Lead and Transfer Prep Grant Director regarding Title 5 regulations and Title V/HSI Transfer Prep expectations**

The Transfer Center has one full-time Coordinator and clerical assistance (on loan) 16 hours per week. This is not sufficient to accomplish the goals and activities of the Title V/HSI Transfer Prep grant and are not in compliance with the minimum program standards as identified in Title 5 Section 51027.

Start Date:

12/03/2012

End Date:

06/30/2013

Responsible Person:

TCC

Status Code:

Work is Completed

Progress Description:

Additional 20 hours of clerical assistance was provided.

Measurements/Documentation of Progress:

N/A

▪ **1.3.a2 - Meet with supervisor regarding staff shortage**

Meet with supervisor, Cheryl Marshall regarding staffing shortage.

Start Date:

12/03/2012

End Date:

06/28/2013

Responsible Person:

TCC

Status Code:

Work is Completed

Progress Description:

Additional 20 hours of clerical assistance was provided.

Measurements/Documentation of Progress:

N/A

• **2 - Goal - Increase CHC transfer rate of underrepresented students**

Title V: Education Code Section 51027 (a.1.A)

"Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty."

Priority Rank:

2

Objectives:

- **2.1 - Objective - Reach out to Hispanic and other underrepresented students**

Reach out to Hispanic and other underrepresented students

Priority Rank:

2

Original Start Date:

07/01/2012

Original End Date:

06/30/2013

Revised Start Date:

07/01/2012

Revised End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Request a list of BOG A & B eligible students**

Collaborate with Financial Aid or District to provide me with a list of BOG A & B eligible students to send them notifications of the student activities sponsored by the transfer center.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

The transfer center coordinator has used the BOG A and B list of eligible students provided by district to notify students of services and events hosted by the TC. Results indicate, the TC serves a higher percentage of underrepresented students than the campus populations.

Measurements/Documentation of Progress:

According to SARS GRID, 58.5% of Underrepresented students (African-American, Asian, Hispanic, and Native-American) students utilized the TC when compared to 55.2% of the campus population.

- **2.1.a2 - Provide transfer information in courses with high Hispanic enrollment**

Visit courses with high-hispanic enrollment to provide a classroom presentation about transfer, inform students about TC services, and invite them to create a SEP.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

The intent was to visit courses with high-Hispanic enrollment. This objective will be attempted beginning with the Spring 2014 term.

Measurements/Documentation of Progress:

○ **2.2 - Objective - Identify potential transfer students**

Identify potential transfer students

Priority Rank:

5

Original Start Date:

07/01/2012

Original End Date:

06/30/2013

Revised Start Date:

07/01/2012

Revised End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Actions/Activities:

- **2.2.a1 - Provide notification letters to students through transfer advocates**

The office of Institutional Effectiveness, Research and Planning identifies potential transfer-ready students based on my selection parameters. I use the report to e-mail students alerting them of their status and invite them to attend my application workshops. Anecdotally, I have found that very few students apply for transfer in comparison to the large number of students that are identified. Instead, I would like to pilot printing the same e-mail message on CHC letterhead and request instructors to hand out the notifications in class. By doing so, we are assured the student received the message, most likely will read it because it was handed to them via their instructor, and it creates a sense of urgency to follow-up with the transfer center. The Transfer Advocates have agreed to participate by distributing the notifications to the students in their courses.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center coordinator

Status Code:

Work is Completed and Ongoing

Progress Description:

Fall 2013, a pilot of 100 students were randomly selected to receive such letters via their transfer advocate. Fall 2013, all students in transfer advocate courses will be provided with the notification letters.

Measurements/Documentation of Progress:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified

weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Support and enhance a campus-wide transfer culture**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Streamline institutional policies and processes that affect transfer**

Develop activities and services that promote transfer

Priority Rank:

3

Start Date:

07/01/2013

End Date:

06/30/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

1. Student Access and Success

Impact Type:

Institutional

Actions/Activities:

- **1.1.a1 - Utilize IGETC/CSU GE Breadth in lieu of CHC General Education for CHC AA/AS degrees**

Transfer students who complete IGETC (UC/CSU) or CSU GE patterns for transfer may not fulfill all the CHC general education areas, although both transfer GE patterns have a higher unit requirement. If students had the option of using the IGETC or CSU GE patterns in lieu of the CHC GE, more students would be eligible for an associate degree prior to transfer. The TCC will present this as a discussion item to the academic senate.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a2 - Revise IGETC/CSU General Education guides for clarity**

Work with the articulation officer to improve the format of the IGETC and CSU GE patterns.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a3 - Separate units in transcript summary based on CSU, UC, Associate Degree Applicable and Cumulative designation**

CHC transcripts provide a cumulative summary of units earned, combining transferrable and non-transferrable coursework. Other community colleges separate unit total into CSU Transferrable, UC Transferrable, Associate Degree Applicable, and Cumulative units including GPA for each subset. By doing so, students can keep track of their progress towards meeting the 60 minimum transferrable units and GPA for transfer. Students who apply to CSU must report their overall GPA in transferrable coursework. Improved transcripts will increase accuracy of applications from CHC students.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a4 - Indicate which area of IGETC or CSUGE Breadth is met next to each CHC course title on transcripts**

Ideally, transcripts should indicate which area of IGETC or CSUGE breadth each course satisfies. Students will be able to track their progress towards completing general education requirements for transfer with ease. It will also assist students who leave CHC and enroll at other CCCs by increasing the accuracy of their transcript evaluation by those institutions.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a5 - Change course numbers for non-transferrable courses from 100-200 to 0-99**

For clarity and best practices, course numbering should be consistent and systematic. Most non-transferrable coursework is numbered 0 - 99 while CSU and UC transferrable coursework is numbered 100 - 200. Currently, there are several non-transferrable courses which are numbered 100-200. It is confusing for students and counseling faculty as we are evaluating student transcripts towards meeting transfer requirements. Human error while calculating units can result in jeopardizing a student's transfer-ability.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a6 - Assist with the creation of major sheets for students for transfer**

Transfer Major sheets provide a list of lower division major preparatory courses required by up to five universities in one document. Students will be able to easily compare required coursework without having to enter multiple websites.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a7 - Improve WebAdvisor Educational Planning Tool to include transfer options**

The current WebAdvisor Educational Planning tool is not user-friendly for transfer educational goals. It is designed for the use creating educational plans for students pursuing an associate degree. However, all educational plans are expected to be entered using this tool, including students who only wish to transfer without an associate. The TC Coordinator will work with district to include transfer as a goal and have the ability to choose a transfer major.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.1.a8 - Become involved in the roll-out of Degree Audit to enhance transfer user ability**

Become involved in the roll-out of Degree Audit to enhance transfer user ability.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **1.2 - Objective - Secure a fully-staffed and operational transfer center according to Title 5 regulations/recommendations and Title V/HSI Transfer Prep Grant language.**

Priority Rank:

1

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TCC and Title V/HSI Activity One

Strategic Direction:

7. Organizational Development

Impact Type:

Division

Resource Requests:

- **1.2.r1 - Full-Time Counselor**

Description

Counseling services include but is not limited: Assist students with the appropriate course selection necessary for transfer preparation, including the completion of all basic skills courses, utilizing both electronic and printed resources to provide students with information on college and university admission, selection criteria, general education and major preparation, completing Student Educational Plans (SEPs), evaluate a student's academic readiness to apply for transfer, and provide career-related counseling assistance.

Rationale

The transfer center was created for students to provide access to transfer guidance. The Transfer Center Coordinator developed self-guided activities to assist students with researching universities. However, these activities didn't quite work out as expected. Students visit the transfer center expecting to get individual assistance with the transfer process. First generation students generally do not know the steps needed to transfer to a university so they visit the TC to learn the process and to develop a student educational plan. Other students know that to be competitive, they must plan early so they come to the TC to receive expertise in admission practices from the TCC. Continuing students are either unsure if they are ready to transfer or know they are ready and request assistance in finalizing their last term coursework prior to transfer, as well as assistance with the application process. After the application is submitted, students have many questions about communication from the university. Since most students apply to several universities, it can be very confusing for them because each university has a unique application process. Failing to meet deadlines will automatically disqualify the student for admission. The counseling needs of students wanting transfer shift from evaluating transfer readiness to making sure students do not jeopardize admission by misunderstanding or neglecting communication messages from the university. The TCC divides her time between counseling and coordination of the TC, which translates to approximately 200 appointments for each term. This is in addition to facilitating an average of 4 workshops per week (6 hrs total). Counseling hours are insufficient to accommodate an appointment for each of the transfer-ready students identified by OIERP (approximately 1000 for CSU and 900 for UC although there is probably duplication of students on both lists). This also means the TC cannot serve new students who want to plan early for transfer. The vision for the TC is to serve all students who are interested in transfer, not just students who are potentially ready to transfer.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$72,093.60/\$0.00

Second Year Cost/Savings:

\$72,093.60/\$0.00

Third Year Cost/Savings:

\$72,093.60/\$0.00

▪ **1.2.r2 - Full-Time Clerical Assistant II**

Description

Clerical support staff is needed to:

- Provide adequate coverage at the front desk
- Coordinate the daily flow of activities of the Transfer Center
- Work with students by funneling their questions and referring them to the appropriate service, i.e individual vs. workshop appointment or other on-campus services
- Utilizes electronic technology to correspond with others and to maintain assigned calendars, schedules, and appointments (TCC, University representatives, Workshops, Events, etc.)
- Supervise student employees
- Assist with coordination of student events such as transfer fairs and workshops
- Maintain all transfer resource books and materials
- Create flyers and documents
- Perform secretarial and administrative support duties

Rationale

According to CA Title 5 Education Regulations (Section 51027) which identifies minimum program standards for transfer centers, districts shall provide:

(3) Staffing: Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. **Clerical support for the transfer center shall also be provided.** While the regulations do not specify the amount of clerical support, a joint publication of the CCC System office and the CCC Transfer Center Directors Association have published recommendation guidelines which identifies, "At least one to two full-time classified positions or more depending on the size of campus and the scope of the transfer program."

The salary below does not include benefits.

Resource Type:

Ongoing

Expenditure Category:

Personnel

First Year Cost/Savings:

\$29,173.00/\$0.00

Second Year Cost/Savings:

\$30,636.00/\$0.00

Third Year Cost/Savings:

\$32,952.00/\$0.00

▪ **1.2.r3 - Secure funding for operational needs**

Description

The Transfer Center does not have an operating budget and requires the following to operate:

4500 Non-Instructional Supplies (Paper, ink, office supplies) \$1000

4551 Printing SBCCD (TC Brochures, Postcards) \$500

5200 Travel/Conferences (CSU, UC, ETS, WACAC) \$1000

5210 Mileage (Travel to TCD Region meetings & free conferences) \$300

5310 Dues & Memberships (WACAC, What Can I Do With This Major) \$300

5611 Bus Rentals (4-5 Fieldtrips per year) \$3000

5809 Other Expenses & Fees

•Fall Transfer Fair \$500

•Spring Transfer Fair \$500

•Transfer Recognition Celebration \$1500

•Outreach/Promotional \$800

Total min 9,400

Please note, this is a conservative estimation of projected expenses.

Rationale

A budget line item was not identified by the general fund since the Transfer Center is a new program. During its development, the Transfer Prep Grant absorbed the initial costs. The grant is scheduled to end September 2015. However, there are currently several TC activities the grant cannot fund such as transfer fairs, transfer recognition celebration and university field trips. The TC needs a funding stream for current activities and increased after the grant to include the remaining operational items listed above.

Resource Type:

Ongoing

Expenditure Category:

Services

First Year Cost/Savings:

\$9,400.00/\$0.00

○ **1.3 - Objective - Enhance transfer counseling services**

Priority Rank:

6

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

Division

Actions/Activities:

- **1.3.a1 - Create discussion topics for counseling faculty to utilize with students based on units completed**

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **2 - Goal - Increase CHC transfer rate**

Title V: Education Code Section 51027 (a.1.A)

"Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty."

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase the use of the TC by Hispanic and other underrepresented students**

Reach out to Hispanic and other underrepresented students

Priority Rank:

2

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

2. Inclusiveness

Impact Type:

Department

Actions/Activities:

▪ **2.1.a1 - Request a list of BOG A & B eligible students**

Collaborate with Financial Aid or District to provide the TC with a list of BOG A & B eligible students in order to send them notifications of the student activities sponsored by the transfer center.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

▪ **2.1.a2 - Provide transfer information in courses with high Hispanic enrollment**

Visit courses with high-hispanic enrollment to provide a classroom presentation about transfer, inform students about TC services, and encourage them to create a SEP.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

○ **2.2 - Objective - Identify potential transfer students**

Identify potential transfer students

Priority Rank:

5

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

2. Inclusiveness

Impact Type:

Department

Actions/Activities:

- **2.2.a1 - Provide notification letters to students via their transfer advocate professor**

The Office of Institutional Effectiveness, Research and Planning identifies potential transfer-ready students based on selection parameters provided by TCC. In turn, the report is used to e-mail students alerting them of their status and invite them to attend a CSU, UC and/or TAG application workshop. Anecdotally, few students apply for transfer in comparison to the large number of students whom are identified by OIERP. Instead, our efforts will include printing the same e-mail message on CHC letterhead and request professors to hand out the notifications to students in their courses. By doing so, we are assured the student received the message, most likely will read it because it was handed to them by their professor and hopefully feel a sense of urgency to follow-up with the transfer center. The Transfer Advocates have agreed to participate by distributing the notifications to the students in their courses.

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center coordinator

- **2.3 - Objective - Improve transfer services to students**

Priority Rank:

7

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

Strategic Direction:

3. Best Practices for Teaching and Learning

Impact Type:

Department

Actions/Activities:

- **2.3.a1 - Develop an intake for transfer students**

Counseling appointments can lead in various directions. In an effort to increase efficiency and student satisfaction, the TCC will develop an intake for all students requesting a counseling appointment in the Transfer Center. This will assure us that we are answering student's initial or most urgent transfer questions and allow a pathway to planning and follow-up for the student and counselor.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **2.3.a2 - Develop a student satisfaction survey**

Anecdotally, students appear to be satisfied with the services provided by the Transfer Center. However, an anonymous format for reporting student satisfaction can provide both

positive feedback and an opportunity to improve services. The student satisfaction survey would be given to current students which is different than the "Exit Survey".

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **2.3.a3 - Create an exit survey for transfer students**

The purpose of a student exit survey is to provide us with the "big picture" of not only how effectively we provide transfer services but areas where we can improve from the perspective of students who are in their last term at CHC prior to transfer.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **2.4 - Objective - Utilize technology to reach out to and engage potential transfer students**

Priority Rank:

8

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Actions/Activities:

- **2.4.a1 - Increase Facebook "Likes"**

Students use social media and the Transfer Center wants to capitalize on the opportunity to reach as many students as possible to advertise not only internal but external opportunities for transfer such as transfer programs at UCLA, Pre-Med conferences, Scholarships, etc.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

- **2.4.a2 - Welcome e-mail for new students**

Students should be planning for transfer from the onset of their education, not towards the end, as most frequently done. All new students who indicate "transfer" as their educational goal when applying at CHC will receive a welcome message from the Transfer Center along with a voucher for a free beverage during the month of September for Fall applicants or February for Spring applicants.

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

11. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

12. Supporting Documents

- [Title 5 TC min program standards pg 2.pdf](#)
- [Associate Degrees for Transfer.docx](#)
- [Transfer Prep Grant.pdf](#)
- [University Rep visits Fall 2013.pdf](#)
- [1112 transfer center evaluations.pdf](#)
- [education-vs-salary.gif](#)
- [TAP Brief Final updated.pdf](#)
- [FA2011 Transfer Advocates Brief AS.pdf](#)
- [Faculty Transfer Advocate role.docx](#)
- [2012-2013 TC annual Report0001.pdf](#)
- [DemoBy TC Access 1112and1213.xlsx](#)
- [Workshop Fall 2013.pdf](#)
- [Title 5 Regulations for Transfer Center.pdf](#)