



Spring 2013 Transfer Advocates Report of Individual Student and Classroom Contacts

August 2013

Prepared by Lorena Guadiana
August 22, 2013
RRN: 632

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Introduction

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

Sample

Two transfer advocates recorded contact with eight students and seven classes.

Summary of Results

- Transfer Advocates had more contacts with individual students (53.3%) than with classrooms (46.7%).
- Transfer Advocates recorded contacts with 8 students and 7 classrooms with a total student enrollment of 213
- **Topics and/or activities** discussed with individual students and classrooms that were the most prevalent:

Students

- Information about your discipline/area of expertise (23.5%)
- Other (35.3%)
 - Recommend proper course to student via email (37.5%)
 - Student goal(s) guidance (25%)

Classrooms

- Transfer Announcements (85.7%)
- **Hispanic and Caucasian** students were the most prevalent for classroom contacts, and **Asian** students for individual contacts.
- **Male** students were the most prevalent in classrooms, while contacts with individual students were primarily with **female** students.
- For both student and classroom contacts, students in the **20-24 year-olds** category were most prevalent.

Overview

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

Methodology

Utilizing an online reporting tool generated in collaboration with the Office of Institutional Effectiveness, Research and Planning (OIERP), Transfer Advocates recorded the date they provided the service and stipulated if they assisted an individual student or an entire classroom. Through the online reporting tool, Transfer Advocates also specified the topics and activities they discussed with the student(s) and/or class(es). In addition, student demographic information was included and disaggregated by ethnicity, gender and age in this report.

Tables 1 and 2 illustrate the number of student and classroom contacts Transfer Advocates reported utilizing the online reporting tool. Transfer advocates reported 8 contacts with individual students and 7 with classrooms. For the classroom contacts, a total of 213 were enrolled in all the courses.

Sample Size

Every term, various campus faculty serve as Transfer Advocates, however, not all utilize the online reporting tool to record their contacts with individual students and classrooms. The small sample size of two Transfer Advocates is due that not all advocates reported their contacts this term.

Table 1: Number of Contacts by Transfer Advocates.

Advocate	Contact with Individuals		Contact with Classes		Total
	#	%	#	%	
Transfer Advocate 1	6	75.0	2	25.0	8
Transfer Advocate 2	2	28.6	5	71.4	7
Total	8	53.3	7	46.7	15

Note: Contact with individuals may have occurred more than once with the same student.

Table 2: Class Sections Contacted by Transfer Advocates.

Advocate	Course	# of Sections	# of Students Enrolled
Transfer Advocate 1	BIOL-100	1	30
Transfer Advocate 2	CIS-101	3	113
Transfer Advocate 2	CIS-111	1	34

Transfer Advocate 2	CIS-114	1	36
Total		6	213

The topics and/or activities discussed with individual students that were the most prevalent were "information about your discipline/area of expertise" followed by "other". The topics and/or activities discussed the most with classes were "transfer announcements" (see Table 3).

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

Activity/Topic	Individual student		Classroom	
	#	% of Total	#	% of Total
CSU GE Breadth	1	5.9	0	
IGETC	1	5.9	0	
Assist.org	0		0	
CaliforniaColleges.edu	0		0	
Other web resources	0		0	
UC Personal Statement	0		0	
University Application Assistance	0		0	
Articulation Agreements with Independent Universities	0		0	
Information about your alma mater	0		0	
Information about your discipline/area of expertise	4	23.5	0	
Referred to counseling for academic/transfer guidance	2	11.8	1	14.3
Referred to transfer center	1	5.9	0	
Referred to other student services	2	11.8	0	
Transfer announcement	0		6	85.7
TAG	0		0	
AA/T or AS/T transfer degree to CSU	0		0	
Mobile Transfer Center	0		0	
Other*	6	35.3	0	
Total	17	100	7	100

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

Results of "other" topics and/or activities discussed with individual students are illustrated on Table 4. The most prevalent were "recommended proper course to student via email" followed by "student goal(s) guidance".

Table 4. Other topics/activities Transfer Advocates recorded with Individual Students and Entire Classes by Frequency and Percentage.

Activity/Topic	Individual student	
	#	% of Total
Recommend proper course to student via email	3	37.5
Student goal(s) guidance	2	25.0
Referred to faculty, STEM Coordinator and student club	1	12.5
Transfer planning	1	12.5
UC transfer preparation pathways for computer science	1	12.5
Total	8	100

Note: The above activities/topics were recorded with individual students only.

Student and classroom demographic information is disaggregated in Tables 5 and 6. The tables compare Transfer Advocate Course and Individual Student Contacts with all the student population demographics in Spring 2013. Hispanic (36.6%) and Caucasian (45.7%) students were the most prevalent in classroom contacts and the same was true for the general student population in Spring 2013. Male students were prevalent in classroom contacts (57.3%). Conversely, the overall college population in Spring 2013 was largely female (52%). The majority of the students in the classroom contacts were 20-24 years-old (47.3%), and the same was true for the overall campus student population in Spring 2013 (45%).

Table 5. Classroom demographic information.

Ethnicity	Transfer Advocate Course Contacts		Spring 2013	
	#	% of Total	#	% of Total
Asian	16	8.6	298	5.5
African American	12	6.5	409	7.5
Hispanic	68	36.6	2197	40.5
Native American/Alaskan Native	3	1.6	105	1.9
Caucasian	85	45.7	2415	44.5
Total	186	100	5424	100
Gender	#	%	#	%
Female	79	42.7	2832	52.0
Male	106	57.3	2609	48.0
Total	185	100	5441	100
Age	#	%	#	%
19 or younger	43	23.1	1408	25.8
20-24	88	47.3	2454	45.0
25-29	28	15.1	725	13.3
30-34	8	4.3	313	5.7
35-39	7	3.8	173	3.2

40-49	7	3.8	241	4.4
50 or older	5	2.7	136	2.5
Total	186	100.0	5450	100

Note: Any missing data was omitted on this table.

Individual student contacts occurred primarily with Asian (33.3%), female (66.7%) and 20-24 years-old (66.7%) students (see Table 6). In comparison, the overall campus student population was largely Caucasian (44.5%) and Hispanic (40.5%), male (52%), but also primarily 20-24 years-old (45%) in the Spring 2013.

Table 6. Student demographic information.

Ethnicity	Transfer Advocate Individual Student Contacts		Spring 2013	
	#	% of Total	#	% of Total
Asian	2	33.3	298	5.5
African American	1	16.7	409	7.5
Hispanic	1	16.7	2197	40.5
Native American/Alaskan Native	1	16.7	105	1.9
Caucasian	1	16.7	2415	44.5
Total	6	100	5424	100
Gender	#	%	#	%
Female	4	66.7	2832	52.0
Male	2	33.3	2609	48.0
Total	6	100	5441	100
Age	#	%	#	%
19 or younger	1	16.7	1408	25.8
20-24	4	66.7	2454	45.0
25-29	0	0	725	13.3
30-34	1	16.7	313	5.7
35-39	0	0	173	3.2
40-49	0	0	241	4.4
50 and above	0	0	136	2.5
Total	6	100	5450	100