

# [Plans for Transfer Center](#) >> 2018 - 2019

## Transfer Center CHC Student Services

### Annual Plan 2018-2019

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Name :

2018 - 2019 Transfer Center CHC Student Services Annual Plan 2018-2019

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### Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

### 1. Mission

**Updating this Question is Optional on the Annual Plan!**

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

The mission of the transfer center at Crafton Hills College is to promote transfer to public, independent (private), and out-of-state institutions by providing students with a high level of customer service, activities and innovative programs that support transfer. It takes a college of dedicated faculty and staff to transfer a student. Therefore, the transfer center is also committed to building and maintaining a culture of transfer in all facets of campus life.

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 student services technician.

- A General Fund budget of at least \$16,000 to support its operational costs.
- All students, regardless of their academic standing (currently the focus is on students with more than 30 units), will be accommodated with a counseling appointment at the University 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.
- Remove any institutional policies and/or practices identified as barriers for transfer.
- Increase the transfer of all students, with emphasis on underrepresented students.

## 2. Description of Program

**Updating this Question is Optional on the Annual Plan!**

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

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). Given the low number of applicants from the CA community college system, 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 applications affirmed the necessity to have active transfer centers across the systems, particularly in the community colleges. Subsequently in 1991, California Code of Regulations, Title 5, Section 51207 adopted Minimum Program Standards for Transfer Centers on California Community College campuses (**See appendix A**).

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

October 2010, Crafton Hills College was awarded a Title V/HSI "Transfer Prep" federal grant. Its main objective was to establish a culture of transfer that would essentially result in an increase of students transferring to a four-year institution, specifically Hispanic and other underrepresented groups. One of the objectives of the grant was to designate a space on campus for the new Transfer Center; a space that was accessible, inviting and in a highly visible location for all matters related to transfer.

Under the direction of the college President, Crafton Hills College opened its first stand-alone Transfer Center (TC) on January 17, 2012, 21 years after the Title 5 ed code mandating a functional space in a suitable location. In its first 4 years, the Transfer Center experienced an aggressive growth in the number of students visiting the center, indicating a need on campus for transfer services. In its first year 2011-2012, 736 student contacts (duplicated head count) were served by essentially the Transfer Center Coordinator and the visiting university representatives through a variety of services including: individual counseling appointments, workshops and drop-ins for quick questions. Every year the center continued to experience a growth as more students became aware of its presence. By the final year of the grant in 2014-2015, 1643 contacts were reported in the SARS.

Fall 2015, with the conclusion of the Transfer Prep Title V/HSI grant, the Transfer Center came under the direction of the Dean of Counseling. With the change, came new opportunities for growth and an expansion of services. At the same time, the Transfer Center moved its location to the new Crafton Center building where it is now co-located with career services and in the same area as the other student service programs like Counseling, EOPS, Admissions and Records, Financial Aid, etc. The exposure in a centrally located area, the hire of a Student Services Tech II and equity funding contributed to another sharp increase of the number of students being served. For the 2016-2017 academic year, 3288 duplicated contacts utilized the center as part of their educational resources at Crafton Hills.

The next phase of the now called University Transfer Center (UTC) is to work in partnership with the Career Center Coordinator to provide students with an expanded set of services thereby creating a seamless and comprehensive transition from identifying a career path to transferring to a university. Furthermore, taking advantage of the center's location, UTC will collaborate with neighboring programs such as admission and records and financial aid for a more streamlined transfer experience. Lastly, with the acquisition of SSSP and Equity funding, the UTC is now able to offer fieldtrips to 4-year institutions, which, being a vital part of the transfer experience, provides access, opportunity, and equity, specifically for students without the means to explore these campuses independently.

B – Mission, or primary purpose

The primary purpose of the UTC is to increase access for students to 4-year institutions and be a catalyst for them to continue with their educational goals. We do this by serving all students with superb customer service, professionalism and care. We strive to operate with a high level of standard by actively collaborating within our campus partners, 4-year institutions and participating in statewide and internal evaluative processes to increase our efficiency.

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

The University Transfer Center is open to all new and continuing students who have a goal to transfer. We serve traditional and non-traditional students, returning students, veterans, Honors, international and undocumented students, students with learning disabilities, low-income, underprepared, underrepresented, first-generation, professional students, as well as students who did not do well at the university and who are remediating to return back to a four-year institution. Transfer is a multifaceted and complex process and different demographic backgrounds add other layers of complexity that require ongoing professional development to continue serving all students and with a variety of academic goals.

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 University Transfer Center services include:

- Academic planning/advising

- o Counseling appointments by transfer experts to guide the student through the entire transfer process from start to finish and to develop a Student Educational Plan (SEP).

- o Drop-Ins for quick questions

- o Students can utilize [transfercenter@craftonhills.edu](mailto:transfercenter@craftonhills.edu) for online questions

- Workshops

- o Fall term is application season for the Cal State system and the University of California system. As such, it is when the UTC offers the most workshops in order to assist students with completing the applications correctly and on time. We offer approximately 50 workshops in the fall and about 20 in Spring term dealing primarily with the transition to the university for those students who applied for transfer. There are no summer workshops.

Topics include:

- How to complete the CSU Application workshop

- How to complete the UC Application workshop

- How to best present myself in the UC Personal Insight Questions workshop

- How to complete the UC Transfer Admission Guarantee (TAG) Application workshop

- Transfer 101 (Intro to Transfer) workshop

- I've Applied, What's Next?

- 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

- Financial Aid for Transfer

- o Past surveys yielded positive feedback. Eighty-Seven students, who attended the workshops, responded to a survey about the effectiveness of the workshops facilitated by the UTC. 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.

- Articulation

- o Articulation shows how course credits earned at Crafton Hills can be applied when transferred to another college or university. The UTC maintains a repository of articulation agreements on its website so that students and counselors can easily get access to the most accurate and up-to-date information.

- Transfer admission Guarantee Agreements

- o Crafton Hills has Transfer Admission Guarantee (TAG) agreements with several universities. Some offer financial discounts or scholarships. Requirements to fulfill the guarantee vary by campus and not all majors will accept a TAG. For example, Arizona State University will admit a Crafton student with minimum 24 units and 2.5 gpa. Whereas UC Irvine requires students to have a 3.4 gpa and meet specific course requirements based on major. For a complete list of TAG agreements, visit <http://www.craftonhills.edu/current-students/university-transfer-center/transfer-admission-guarantee.php>

- Access to 4-year institutions

- o On-campus information sessions by 4-year representatives

- CHC has hosted the following informational sessions from our 4-year partners: Cal Poly Pomona, College of Agriculture; Becoming a competitive applicant to UCLA, Mt. St. Mary's College on the value of transferring to private universities, UC Irvine info session for admitted students, Becoming a competitive applicant to UC San Diego and Considering International Transfer . During the Spring 2018, the UTC will be hosting an event for students who wish to transfer to out-of-state universities.
- Additionally several campuses have visited Crafton to provide professional development for the counseling faculty including: University of Redlands, Cal Baptist, Historically Black Colleges and Universities, UC Davis, UCLA, CSUSB Social Work Program, National University, Biola University, Cal Poly Pomona and Loma Linda University.

- o University representatives appointments and tabling

- Universities are recruited to visit our campus to meet individually or tabling in a highly visible location to meet with students and provide an overview of their campus and an evaluation of progress towards a favorable admission decision. On average, 10 – 15 different campuses come on a monthly basis to meet with students except during summer months. Some non-local schools include UC Irvine, UC Los Angeles, UC Santa, University of Massachusetts, Colorado Mesa, etc.

- o University Transfer Fairs

- Approximately 30 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.

- o University fieldtrips, tours, admission presentations

- There is an expectation from the state that community colleges offer students fieldtrips to universities, especially for underrepresented students who may not have the means to do so on their own. It's important for students to step on campuses to experience the culture, climate, location and resources. For some of our most vulnerable students, campus tours can have a significant impact in their confidence to see themselves at institutions of higher education. Most tours also include an admission presentation and a student panel. During 2016-2017, Equity funding afforded the opportunity for students to engage in 22 field trips to local and out of the area universities. Schools visited included: CSU Long Beach, CSU San Bernardino, UC Riverside, San Diego State, UC San Diego, UC Irvine, Cal Poly Pomona, CSU Fullerton, CSU Los Angeles, Cal Baptist University, La Sierra University, University of Southern California (USC) and Historically Black Colleges on the east coast such Howard University and North Carolina A & T.

- Computer workstations and printed resources
  - o The center provides computers and a comfortable, open space to access online resources and FREE limited printing. We pride ourselves on the inviting atmosphere the center offers students.
  
- Professional Development
  - o With over 3,000 colleges and universities in the country, each requiring their own, unique admission requirements, transfer is complex, multifaceted and the requirements are fluid because they can change at any time without fair warning. The Transfer Center Coordinator offers monthly “transfer-trainings” to the counseling faculty on a variety of topics to maintain up-to-date on the most current practices and policies.
  
- Classroom presentations
  - o When available, the UTCC staff accommodates classroom lessons or quick announcements on important activities and resources for students. On average, we facilitate 20 classroom presentations per year reaching approximately 600 students.
  
- Identify, contact and provide transfer support services to transfer-ready students
  - o A report is ran every fall and spring terms with specific qualifiers that provide a list of students who should be in their last year before transferring. The UTC sends students an email message and a printed letter notifying them of their status and inviting them to an application workshop.
  
- Assistance with completing the applications for admission
  - o Perhaps one of our most popular services is assistance with completing the university applications and personal statements for transfer. Most students attend a workshop but many come in after the workshop for individual follow-up questions or to review their personal statements.
  
- Monitor the progress of, transfer students to the point of transfer
  - o After students are “conditionally” admitted to a 4-year campus, there are many deadlines to meet and failure to meet these deadlines results in rescinding the admission decision. The student services technician II is available every day to answer questions related to the communications from the universities. We also offer workshops titled “I’ve applied, what’s next?” to assist students in understanding the process after applications are submitted. Additionally, we offer printed “To-Do” checklists by Cal States or UCs to keep students informed and organized.
  
- Transfer Recognition Luncheon
  - o Although many students transfer with an associate of arts or science, there are several students that do not qualify because the coursework they took for transfer did not align with our graduation requirements. This ceremony is a way to celebrate and recognize all students for their hard work and transfer achievement including students who are not graduating.
  
- Social media (Facebook and Twitter and now Instagram)
  - o All activities sponsored by the center as well as notifications from four-year institutions such as summer bridge programs, internships, webinars and scholarships are posted in Facebook and Twitter.

### **3. External Factors with Significant Impact**

#### **Updating this Question is Optional on the Annual Plan!**

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

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

#### **A – Budgetary constraints or opportunities:**

##### **Staffing**

CCC Transfer Recommended Guidelines, a joint publication of the CCC System Office and CCC Transfer Center Directors (TCD) Association (**See Appendix B**), recognizes “transfer” as one of the major functions of California Community Colleges. As such, they recommend that at minimum, staffing consist of:

- One Faculty Coordinator assigned full time to the UTC with appropriate experience and training in university admission and transfer counseling;
- One to two full time counseling faculty positions, or more depending on size of campus and scope of the transfer program; and
- One to two full-time classified positions, depending on size of campus and scope of the transfer program.

Our current staffing structure is:

- one full time coordinator
- 50% student services technician II
- 32 counseling hours split between 4 counselors per week
- 2-4 student workers

The UTC Counselors specialize in all things transfer and as such do transfer evaluations on an individual appointment as well as SEPs for new and continuing students to become competitive applicants for transfer and assist in the process of applying for admission and interpreting all communications from the university after the application is submitted, to assure a smooth transition.

With the co-location of the Career Center and the shortage of counseling offices, it was decided that the 32 hours of counseling time must be split with career and transfer appointments beginning with the 2017-2018 academic year. Every year the UTC demonstrates an increase in the utilization of services. Now with sharing counselors with the career center that were at one time designated only for transfer, we anticipate a shortage of counseling hours for transfer services.

Previously, Crafton’s vision was to become the premier college for allied health, public safety and transfer. The continuous increase of transfer services and increase in transfer numbers is in part an indicator that Crafton has adopted a culture of “transfer” . Ideally, the UTC should have one full-time counselor, another 50% counselor and one 100% student services technician to continue to operate in an efficient and effective manner while meeting student demand.

## Operational items

Title V/HSI Transfer Prep grant absorbed the initial costs of implementing the University Transfer Center. The current budget is \$6,000 for programming and event costs such as: nation-wide transfer memberships, transfer fairs, transfer recognition luncheon, staff conferences and office supplies. Six-thousand is insufficient to provide transportation to campus tours and refreshments for students. Some of the fieldtrips are several hours away to expose students to opportunities outside the local area and may require hotel accommodations. Title 5, Section 51207 requires the CCCs to report to the CCCCO how many field trips to universities were facilitated and the number of students who participated. The CCCCO expects CCCs to allot monies for university fieldtrips as part of the services it provides to students.

The UTC proposes the following:

- 4500 Non-Instructional Supplies \$1500
- 4551 Printing/SBCCD (posters/banners) \$1000
- 5200 Travel/Conferences \$5000
- 5310 Dues & Memberships (WACAC, NACAC) \$500
- 5611 Bus Rentals \$6000
- 5809 Other Expenses (Transfer Luncheon, Fairs) \$3000
- o Total \$16,000

### **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 (**See Appendix C**), Crafton Hills College is in the service area of only one CSU – Cal State San Bernardino. 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 to our campus to meet with potential students.

According to the Association of Independent California Colleges and Universities only four private, non-profit colleges consider 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 six universities will actively recruit students and provide transfer services to Crafton Hills College, whereas other CCCs, large in student enrollment or in a metropolitan area, will have double or triple the number of colleges actively involved with their students. This puts our students in the Inland Empire at a disadvantage. One of the goals of the UTC is to continue to reach out to non-local schools to visit our college and to provide access to these universities via campus fieldtrips. The fieldtrips usually include a tour, an admission presentation and a student panel.

### **C - Requirements of four-year institutions**

As a small campus, CHC has limited class sections, articulation and programs, prohibiting some students from completing all lower-division (freshman and sophomore) major preparation courses for their major. For example, we offer an associate degree for transfer in Geography however students are not able to graduate with this degree within 3 years because CHC does not offer all the courses needed to earn the associate in this time frame. Another example is the lack of Engineering courses such as Statics, Data Analysis although we have a STEM program and Engineering is one of the most popular majors within STEM. Perhaps the most challenging



aspect of completing coursework in a timely manner for transfer is the limited sections of some of our less popular courses or conflicts in the times these sections are offered.

The UC campuses have reported they will no longer 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 for transfer from across the state coupled with budget constraints have increased the competitiveness of transfer. Students intending to transfer to impacted programs (programs with more applications than there is space) 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.

### **E – Job Market**

According to an article published by the San Francisco Chronicle, California is facing a severe shortage of Bachelor degree earners, to be exact 1.1 million short by 2030.

“So what does California look like in 2030 without a sufficiently educated workforce? Hans Johnson, a PPIC researcher who co-wrote the report, said the state would be left with lower-skilled jobs, a wider income gap between the haves and have-nots, more demand for social services and more constraints on government funding.” Although there is no formal plan by California's Higher Education System, the following recommendations were suggested to address the workforce skills gap:

- Increase access to 4-year institutions
- Improve completion and time to get degree
- Expand transfer degrees
- Increase financial aid

<http://www.sfchronicle.com/opinion/diaz/article/California-facing-severe-shortage-of-college-6575197.php>

Below is a list of the 20 occupations with the highest percent change of employment between 2014-2024. While not all of them require a Bachelors degree, most of them require a 4-year degree or higher. The University Transfer Center can best serve students by being familiar with fast growing careers and the requirements to enter these fields.

#### Fastest Growing Occupations

Wind turbine service technicians	108%	\$52,260 per year
Occupational therapy assistants	43%	\$59,010 per year
Physical therapist assistants	41%	\$56,610 per year
Physical therapist aides	39%	\$25,680 per year
Home health aides	38%	\$22,600 per year
Commercial divers	37%	\$49,090 per year
Nurse practitioners	35%	\$100,910 per year
Physical therapists	34%	\$85,400 per year
Statisticians	34%	\$80,500 per year
Ambulance drivers and attendants, Except emergency medical technicians	33%	\$23,850 per year
Occupational therapy aides	31%	\$28,330 per year
Physician assistants	30%	\$101,480 per year
Operations research analysts	30%	\$79,200 per year
Personal financial advisors	30%	\$90,530 per year
Cartographers and photogrammetrists	29%	\$62,750 per year

Genetic counselors	29%	\$74,120 per year
Interpreters and translators	29%	\$46,120 per year
Audiologists	29%	\$75,980 per year
Hearing aid specialists	27%	\$50,250 per year
Optometrists	27%	\$106,140 per year

<https://www.bls.gov/ooh/fastest-growing.htm>

Ten, fast-growing careers that require a bachelors degree or higher for 2014-2024:

- Biomedical/Medical Engineers (ENGINEERING)
- Operations Research Analysts (MATH)
- Cartographers and Photogrammetrists (GEOGRAPHY/GIS)
- Computer System Analysts (COMPUTER SCIENCE/COMPUTER INFO SYSTEMS)
- Software Developers/Applications (COMPUTER SCIENCE/COMPUTER INFO SYSTEMS)
- Market Research Analysts (MATH, STATISTICS, COMP SCI, BUSINESS)
- Athletic Trainers (KINESIOLOGY/HEALTH-RELATED COURSES)
- Substance Abuse and Behavioral Disorder Counselors (HUMAN SERVICES/PSYCHOLOGY)
- Financial Analyst (BUSINESS/STATISTICS/ECONOMICS/FINANCE)
- Medical and Clinical Laboratory Technologists (CLS)

The next step is collaborating with the Career Center to enhance the transfer experience. Our plan includes a year-long program called “Career Connection” and “Experience University” with the focus of helping students declare a major and then preparing them for becoming competitive applicants through a series of workshops and fieldtrips.

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

#### **Through the Gate Transfer Study**

I currently serve as an advisor for the “Through the Gate” transfer study facilitated by the Research and Planning Group of the California Community College Chancellor’s office. This is a massive quantitative and qualitative study reviewing over 2.6 million student transcripts from the 114 colleges to assess progress and barriers that impede transfer.

<http://rpgroup.org/All-Projects/ctl/ArticleView/mid/1686/articleId/180/Through-the-Gate-Transfer-Study>

As an advisor, part of the study will include a visit from the RP research team to Crafton to do a qualitative study with Crafton students who are ready or nearly prepared to transfer. The intent is to understand what factors are impacting students’ educational journey and how policy and practice might be changed to propel all CCC students through the transfer gate.

This study can help Crafton understand the specific challenges our students face and create a plan for streamlining and encouraging transfer.

#### **“New” UC PATHWAYS**

To assist students in applying broadly to multiple University of California campuses, the UC system developed “UC Pathways”, a set of courses that would satisfy admission requirements for a specific discipline across all 9 campuses as opposed to having students meet major preparation at each individual campus which may differ from another campus. By creating similarity among the campus disciplines/programs, students will take less units to satisfy major and general education requirements and ultimately saving them time and money.

To date, 21 UC Pathways were developed and approved in the following majors: Biology, Business Administration, Cell Biology, Chemistry, Communications, Computer Science, Psychology, Sociology, etc.

UC Pathways website: <http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

This is an opportunity for Crafton to review most popular majors for transfer to UC with the purpose of increasing articulation within these pathways to create a pipeline for transfer to UC system that is attainable.

### **Transfer Admission Guarantee (TAG)**

Since the last program review of 2013, the UTC has developed several Transfer Admission Guarantee (TAG) agreements with 4-year partners that provide Crafton students with an incentive to enroll at their institutions. Requirements to fulfill the guarantee vary by campus and not all majors will accept a TAG.

Arizona State University (Arizona)

o Guaranteed admission for Crafton students that meet ONE of the following requirements:

- Associate Degree with a minimum 2.0 cumulative GPA (2.5 GPA for non-California or non-Arizona residents)
- Full IGETC or CSUGE certification with a minimum 2.5 GPA
- Completion of 24 transferable semester units with a minimum 2.5 GPA (students with less than 24 units must meet freshman aptitude requirements)

• Bellevue University (Nebraska)

• Brandman University

o Minimum 2.0 cumulative GPA

o Early Advantage Program

- Transfer scholarship and 10% tuition discount (those that qualify)
- Comprehensive advising and planning services provide a seamless transition to Brandman

• California Baptist University - Online Programs

o Application fee waiver

o 30% tuition discount for students enrolled in 12+ units (10% discount for students enrolled in less)

o Classes start every 8 weeks and are offered fully online or a hybrid format

o Transfer with a minimum of 30 semester units, including 6 units of English composition

• California State University System (23 campuses)

• Historically Black Colleges and Universities (21 university partners)

• University of La Verne

o Application fee waiver

o \$1,000 TAG scholarship in addition to financial aid and other merit scholarships

o Guaranteed admission for Crafton students transferring with the following:

- Completion of 28 transferable semester units
- Minimum 2.7 cumulative GPA
- Completion of college-level English

• University of California (6 campuses only)

• University of Redlands

- o Minimum \$10,000 scholarship in addition to financial aid and other merit scholarships
- o Preferential access to University of Redlands housing
- o Guaranteed admission for Crafton students transferring with the following:
  - Completion of 24 transferable semester units, including college-level English and mathematics
  - Minimum 3.1 cumulative GPA
- University of Redlands School of Business (for Working Adults)
  - Concentrations in Accounting, Human Resources, Marketing, Organizational Leadership, Professional Financial Planning, Management, Supply Chain Management.
  - Crafton Partnership
  - Pathways Scholarship

### **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 a campus within 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 continues to increase the number of degrees approved by the state and students graduating with these degrees. To date, there are a total of 25 degrees offered to students.

#### Associate in Arts for Transfer (AA-T)

- Associate in Arts in Anthropology for Transfer (AA-T) Degree
- Associate in Arts in Art History for Transfer (AA-T) Degree
- Associate in Arts in Communication Studies for Transfer (AA-T) Degree
- Associate in Arts in Economics for Transfer (AA-T) Degree
- Associate in Arts in Elementary Teacher Education for Transfer (AA-T) Degree
- Associate in Arts in English for Transfer (AA-T) Degree
- Associate in Arts in Geography for Transfer (AA-T) Degree
- Associate in Arts in History for Transfer (AA-T) Degree
- Associate in Arts in Kinesiology for Transfer (AA-T) Degree
- Associate in Arts in Music for Transfer (AA-T) Degree
- Associate in Arts in Philosophy for Transfer (AA-T) Degree
- Associate in Arts in Political Science for Transfer (AA-T) Degree
- Associate in Arts in Psychology for Transfer (AA-T) Degree
- Associate in Arts in Sociology for Transfer (AA-T) Degree
- Associate in Arts in Spanish for Transfer (AA-T) Degree
- Associate in Arts in Studio Arts for Transfer (AA-T) Degree
- Associate in Arts in Theatre Arts for Transfer (AA-T) Degree

#### Associate in Science for Transfer (AS-T)

- Associate in Science in Business Administration for Transfer (AS-T) Degree
- Associate in Science in Biology for Transfer (AS-T) Degree
- Associate in Science in Chemistry for Transfer (AS-T) Degree
- Associate in Science in Computer Science for Transfer (AS-T) Degree
- Associate in Science in Early Childhood Education for Transfer (AS-T) Degree
- Associate in Science in Geology for Transfer (AS-T) Degree

- Associate in Science in Mathematics for Transfer (AS-T) Degree
- Associate in Science in Physics for Transfer (AS-T) Degree

In the 2011-2012 academic year, only one transfer degree was awarded. In 2015-2016, 182 degrees were granted.

Associate Degree for Transfer (ADT): AAT & AST

Year & Number of AAT/AST Awarded

2011-2012 - 1

2012-2013 - 80

2013-2014 - 135

2014-2015 - 170

2015-2016 - 182

[https://public.tableau.com/views/DegreeandCertificateEarners/CraftonHillsandSanBernardinoValleyCollegeDegreesandCertificatesAwarded?:embed=y&:display\\_count=yes&publish=yes&:showVizHome=no](https://public.tableau.com/views/DegreeandCertificateEarners/CraftonHillsandSanBernardinoValleyCollegeDegreesandCertificatesAwarded?:embed=y&:display_count=yes&publish=yes&:showVizHome=no)

The top 5 transfer degrees for the 2015-2016 academic year:

- Business (61)
- Psychology (42)
- Sociology (40)
- English (27)
- Communications (11)

### **G – Competition from other institutions**

The UC system awards transfer credit to the last institution attended as indicated by students on their UC application. It is typical for Crafton students to attend other nearby colleges to complete major preparation courses required for admission, specially for STEM majors. This is especially true at the end of their education as they are working towards completing lower division major preparation coursework, hence other CCCs receive credit for some of our transfer students although these students spent the majority of their time at Crafton and this their home campus. 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 that may translate in additional funding. 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 in 2012 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. Since then, Cal Poly Pomona has monthly visits to Crafton. For Fall 2017 transfer, Pomona received 79 applications from Crafton students, demonstrating that their presence on our campus increases the interest by our students.

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

A Bachelor’s of Art or Science has traditionally been called a 4-year degree but the reality is that most students do not complete it in 4 years, especially California community college students. Most assess into a remedial Math and English course(s), are first generation or have outside obligations such as employment and families to take care of forcing them to spend more than 2 years at the CCC. State mandates such as the Student Success Act of 2012, change in Financial

Aid regulations, and other policies reinforce the notion that the ideal student should transfer within 2 years. Arguably, this idea that this is “how it should be” adds stress not only to the student but to institutions.

## 4. Progress on Outcomes Assessment

Updating this Question is **Required** on the Annual Plan!

**Rubric Item:** [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

### **2016-2017 SLO**

Overview and Methodology:

The UTC wanted to know the impact fieldtrips to university campuses has on student’s knowledge of the campus and interest in transferring to the campus visited. Students participated in pre and post-test.

Assessment Tool:

First, an online survey was facilitated at the UTC at the time of RSVP. Then, a similar paper evaluation was administered after the campus visit took place.

Summary of Findings:

- 50% of respondents indicated that they visited historically black colleges and universities.
- After visiting, students were substantially ( $ES=1.07$ ) and statistically significantly ( $p=.001$ ) more likely to know a lot about the campus than prior to their visit.
- 83% of students agreed or strongly agreed they made a new connection with another student or staff member while on the fieldtrip.
- 75% of respondents indicated the campus visit had a significant impact on their decision to apply and transfer to the campus they visited.
- The most frequent comments expressed praise for the campus visit.
- **Suggestions for improvement included distributing the lunch tickets at the beginning and to provide more opportunities to interact with students and faculty.**

### **2015-2016 SAO**

Overview/Methodology:

It has become common for students to swirl among community colleges to meet graduation and transfer requirements. Within 30 miles of Crafton, we have the following colleges and often see transcripts from these institutions: SBVC, RCC, Moreno Valley, Chaffey, Norco and Mount San Jacinto and Victor Valley college. This academic year, I decided to assess faculty counselor understanding of articulation, specifically, how to evaluate and apply credits taken at any of the 114 California community colleges towards completing meeting transfer requirements.

Assessment Tool:

Counselors were taught a function of WWW.ASSIST.ORG that is underutilized but key to ensuring correct applicability of credits towards transfer. After instruction, they were given

transcripts from Crafton, RCC and Chaffey and asked to answer a multiple choice survey evaluating the completion of IGETC/UC while applying the "pass-along" policy and computing total number of UC transferrable units.

Findings:

Counselors evaluated the transcript at an accuracy rate of 88%. They answered specific questions 100% correctly but only answered with 50% accuracy to the question pertaining to the "pass-along" policy. This mirrors my observations that counselors have not been correctly applying credit from other colleges towards IGETC/UC because they are not fully utilizing all functions of www.assist.org. Ideally, I would like to see counselors at 90% accurate evaluation of credits. The chair of Counseling department has agreed to allow me to provide additional trainings related to this topic during the "All-Counselor Meetings".

### **2012-2013 & 2014-2105 SLO**

Students' knowledge of the "minimum admission requirements" for transfer to the CSU and UC systems were assessed during Spring 2013 and Fall 2013 semesters through multiple choice questionnaires given during TC sponsored workshops.

Spring 2013 results reveals that over 90% of students correctly identified that 60 units are required for transfer admission as well as correctly responding to earning a "C" or higher in critical transfer courses in English and Math. On the contrary, less than 70% of students answered correctly the minimum gpa for transfer - 2.0 for CSU and 2.4 for UC.

Fall 2013 results revealed similar results in that students clearly understood the minimum 60 unit requirement and completing Math and English coursework with a "C" or higher. Similar to Spring 2013 results, less than 70% of students answered correctly the minimum admission GPA of 2.4 for UC. CSU bound students were aware of the 2.0 minimum GPA for the Cal State System.

In sharing the results with counseling faculty, we postulated students did not answer the minimum GPA question correctly because the baseline GPA is typically not high enough to receive an admission offer. As counseling faculty we typically do not address GPA unless the student is very close to the baseline or they are applying to impacted programs such as Nursing where the higher the GPA, the more transfer options students will have.

I am pleased with the results of the SLOs and understand areas (GPA) where students missed the benchmark. For the upcoming cycle, I would like to assess Student Area Outcomes as opposed to SLOs. The new physical location of Transfer Center is an opportunity to reassess how we service students.

## **5. Unit's Performance on Institutional Quantitative Effectiveness Indicators**

**Updating this Question is Required on the Annual Plan!**

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

The University Transfer Center's goal is to grow students utilizing the center's resources by 4% every year. Since the formation of the UTC, we have more than exceeded our goal of 4% growth. There are several enhancements and innovative practices affecting the continued growth:

- **Transfer Advocate program** comprised of instructional faculty that promote transfer through a variety of activities and forwarding information to students. Although the program is currently inactive, the outcome has resulted in a culture of transfer in and outside the classroom and continued support for current transfer activities. One of these activities includes the professor passing out letters to students who have been identified as "transfer-ready", thereby capitalizing on the relationship to assure the student is aware of their readiness.
  - **Classroom presentations in courses with high Hispanic enrollment** to get information to our most vulnerable transfer population.
  - **Effective use of data by the Office of Institutional Effectiveness, Research and Planning.** Every year, I run a report that tells me how many students are near transfer and I use this information to proactively outreach to our students and invite them to application workshops and events. The current academic year yielded 1300 potential "transfer-ready" students. An email was sent to these students with the application for transfer workshops as well as letters to about 500 students via one of their current professors.
  - A pathway that provides support to **"transfer-ready" students**. As counselors are seeing students who are ready to transfer, they review their final year checklist and register them for an application for transfer workshop (schedule available to the counselors as early as June and application season begins in October). (See Appendix D)
  - **Strong internal and external collaboration** with programs such as EOPS and STEM to provide access to transfer resources. External partnerships include UCI partnership, UC Berkeley experience, Through the Gate study. More information is available in Section 7.
  - **Monthly transfer trainings for all Counseling faculty** to increase accuracy of information provided to students.
  - **Active Regional and Statewide involvement in transfer related committees** by Transfer Center Coordinator which have resulted in increased visits by UC and CSU partners to our campus. Campuses and efforts such as UCI and UC Berkeley partnership, UC Santa Barbara visits and an increase of campuses visiting during the transfer fair from 10 RSVPs in 2011 to 30 RSVPs in 2017 are all a result of networking and involvement in statewide efforts.
- 2016-2017 (July 1, 2016 - June 30, 2017)
- 3288 duplicated contacts (Transfer Counseling appointments, drop-ins, workshops, field trips). 2995 (UTC SARS Grid) + 293 (Counselors on loan from Counseling SARS Grid). These numbers exclude career contacts.
    - 1154 Counseling appointments (counseling and university rep appts)
    - 985 Drop ins (counseling quick questions, use the center resources)
    - 1149 (Workshops & Fieldtrips)
  - Outside the transfer center, 805 contacts were reached via classroom presentations. A total of 847 contacts were reported by the universities during the Fall 2016 transfer fair via tally sheets that each representative completed.
  - Fall 2016, 109 unduplicated students applied but submitted 316 UC applications altogether, an average of 2.89 applications per student.
  - Fall 2016, CSUSB reported 408 students applied for transfer.



### 2015-2016 (July 1, 2015 - June 30, 2016)

- 2,325 duplicated contacts (counseling appointments, drop-ins, workshops, field trips). 2,010 (TC SARS Grid) + 315 (Counselors on loan from Counseling SARS Grid)
  - 467 Counseling appointments (counseling and university rep appts)
  - 764 Drop ins (counseling quick questions, use the center resources)
  - 780 (Workshops & Fieldtrips)
- Outside of the transfer center, we logged 1468 contacts. 1166 duplicated contacts reported during the fall transfer fair and 25 classroom presentations with a total of 302 contacts. The decline of contacts is a result of not offering a Spring transfer fair and because less classroom presentations were conducted than in 2011 when the goal was to promote the UTC.
- Fall 2015, 119 unduplicated students applied but submitted 327 UC applications altogether, an average of 2.74 applications per student.
- Fall 2015, CSUSB reported 283 students were admitted but did not report the actual number of students who applied.

I have numbers as well for 2012-2013, 2013-2014 and 2014-2015 years but I thought it may be overkill.

### 2011-2012 (July 1, 2011 - June 30, 2012)

- In it's first year, 733 contacts were reported in the transfer center SARS Grid (Counseling appts, drop-ins, workshops, appointments with university representatives).
  - 134 Counseling appointments (counseling and university rep appts)
  - 403 Drop ins (counseling quick questions, use the center resources)
  - 199 (Workshops)
- 2093 contacts were reported outside the Transfer Center (1423 Fall & Spring transfer fairs & 670 classroom presentations)
- Fall 2011, 180 students applied to CSUSB .
- Fall 2011, 61 students applied to the UC system.

## **6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)**

**Updating this Question is Required on the Annual Plan!**

- Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.
- Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.
- What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

### **Measure One**

The University Transfer Center actively participates in the SLO and SAO process to assess specific services. In addition to these outcomes, the UTC will use the number of contacts

(duplicated) utilizing the center services and resources as a measure of growth and progress now that it is located in the new Crafton Center, a more visible and centralized location.

The University Transfer Center's goal is to grow student utilizing the center's resources by 4% every year. Since the creation of the UTC, we have exceeded our goal of 4% growth.

Contacts served through SARS for Counseling appointments, drop-in counseling, fieldtrips & workshops. Number below does not include classroom presentations or transfer fair contacts.

2016-2017 2995 contacts (does not include career contacts, just transfer)

2015-2016 2325 contacts (first year new building - moved in Sp 2016)

2014-2015 1944 contacts (at previous location)

### **Measure Two**

In the last year, applications for transfer have leveled after 5 years of consecutive growth. It is our goal to maintain the following number of transfer applications and increase as the college increases its FTES. The percentage of growth will be determined by the percentage of FTES growth.

- Fall 2016, 109 unduplicated students applied to the University of California system but submitted a total of 316 applications altogether, an average of 2.89 applications per student.
- Fall 2016, CSU San Bernardino reported 408 students applied for transfer.

### **Measure Three**

The University Transfer Center seeks to advance the education of all of our students, with a priority emphasis placed on underrepresented students (this is also required by Title 5, Section 51207). Thus, we will measure the percentage of historically underrepresented African and Latino-American students served in the UTC and compare it to the campus demographics. Our goal is to be at an equivalent or higher percentage when compared to all students enrolled at CHC.

Currently, this is how we measured for the 2016-2017 academic year:

African American: UTC 5.20%

Campus Wide 4.04%

Latino American: UTC 45.10%

Campus Wide 46.70%

I am proud of these numbers although our Latino students served is slightly lower than the campus demographics. Traditionally, underrepresented students do not utilize resources equivalent to non-disadvantaged students. I believe our outreach to courses with high Hispanic enrollment as well as the tour to Historically Black Colleges and Universities has brought in students who normally may not have taken advantage of these resources.

## **7. Evaluation**

### **Updating this Question is Optional on the Annual Plan!**

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

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

- Innovation and 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?)
- Compliance with applicable mandates

#### Representativeness of population served

The University Transfer Center continues to do an excellent job at serving African-American, Asian-American and students with multiple races when compared to the general student population. We are almost close to serving a representative Latino population but need to increase the number of Caucasian students we serve to equate to the general population.

Multiple Races: UTC 7.1%

Campus Wide 5.99%

African American: UTC 5.20%

Campus Wide 4.04%

Asian American: UTC 6%

Campus Wide 5.61%

Euro-American (Caucasian): UTC 31.3%

Campus Wide 36.74%

Latino American: UTC 45.10%

Campus Wide 46.70%

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

The UTC is open M-F from 8am to 5 pm, with one late evening until 6 pm on Thursdays.

The University Transfer Center offers more workshops than any other student services program on campus. Approximately 70 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.

It is important to stay current with students in their use of technology. The UTC posts at least three messages per week on Facebook and Twitter and Instagram. 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.

Partnerships (internal and external)

#### Internal

The EOPS and former STEM programs require their students to attend at least one UTC sponsored workshop per term. The EOPS program serves underrepresented students which in turn helps us meet our goal to increase the transfer rate of Hispanic and other underrepresented students.

**Admission and Records Office:** The UTC Coordinator works closely with the Records Evaluator. 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. For example, we recently consulted with each other regarding

**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 advancing the

success of our students that both full and part-time counselors receive continuous professional development. The transfer trainings are facilitated by the Transfer Center Coordinator and sometimes include a university guest speaker, a resource of the month, and counseling scenarios.

External

### **Partnership with UCI**

During the 2016-2017 academic year, Crafton and UC Irvine (UCI) developed a partnership where by UCI committed to sending a university representative to CHC to meet with students on a monthly basis, UCI to host approximately 40 Crafton students in an overnight experience at UCI and professional development for our counseling faculty via webinars. I'm pleased to say the partnership is being extended to the 2017-2018 academic year and further includes an overnight experience for 5 counseling faculty at the UCI campus. (See Appendix E)

### **UC Berkeley Experience (2017-2018)**

This is a partnership with Crafton students that will allow them to become competitive applicants at Berkeley and other UCs. Students chosen for the program will be paired with a Berkeley student mentor, receive one-on-one assistance with the application and insight questions, get their application reviewed prior to submission by a Berkeley admission officer, workshops, and information about financial aid and other related topics. (See Appendix F)

<http://www.stileshall.org/experience-berkeley/transfer-students/>

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, Davis; Grand Canyon University 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 applied, admitted and denied students**. The TCC uses this list to invite students to workshops, facilitated by CSUSB representatives, to assist students in successfully completing the admission process and most importantly to make contact with students who have been denied admission and provide options for transfer.

### **Implementation of best practices**

Activities such as Counselor transfer trainings, announcements in courses with High Hispanic enrollment, application workshops and the HBCU tour have been implemented based on best practices by established TCs.

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

The TC Coordinator committee participation includes: Academic Senate, Budget committee, HSI Committee with SBCCD Chancellor, Student Services Council, All-Counselor Thursday meetings, Full-time counselor Friday meetings, Scholarship committee.

### **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

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

Region IX Statewide TCD representative (once per semester)

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

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

With the addition of the Career Center, we have room for improvement in the area of integrating the Career and the Transfer Center. We have set up weekly one-hour meetings so that we are all aware of the activities and expectations for a seamless Transfer and Career Center.

#### 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 UTC has participated in the last two annual planning documents. Additionally, the UTC is in compliance with the CCC Chancellor's Office by completing the annual Transfer Center report.

## 8. Vision

### Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

The purpose of the University Transfer Center is to be a catalyst by which to help all students successfully prepare, apply and transition to institutions of higher learning; furthermore, to assist Crafton in meeting its vision of becoming the college of choice for students seeking a supportive community. 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.

The vision of the Crafton Hills College University Transfer Center is:

1. A fully-staffed transfer center consisting of 1 full-time coordinator, 1 full-time counselor and 1 full-time administrative secretary.
2. A budget of at least \$16,000 to support its operational costs.
3. All students, regardless of their academic standing, will be accommodated with a counseling appointment in the Transfer Center.
4. Each identified "Transfer-Ready" student will attend an application workshop or meet with a counselor to evaluate his/her readiness to apply for transfer.
5. The removal of all institutional policies and/or practices identified as barriers for transfer.
6. Increase the transfer of all underrepresented students.

## 9. Progress on Prior Goals

Updating this Question is **Required** on the Annual Plan!

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:

2

**Objectives:**

- **1.1 - Objective - Fully-trained Counseling Staff**

Priority Rank:

10

Original Start Date:

01/02/2016

Original End Date:

05/31/2016

Revised Start Date:

01/02/2016

Revised End Date:

05/31/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **1.1.r1 - International Records Training**

**Description**

Funding will be used to cover host a training by international records evaluators from the CSU and UC system to train CHC counseling faculty. Funds will cover facilitator fees and lodging.

**Rationale**

Students with international records are arguably the most difficult to advise because counseling faculty have to anticipate how the CSU and UC system will evaluate such records for admission. The proposed training will bring in experts currently working in the field at CSU & UC to share their expertise with our Counseling Faculty.

Resource Type:

One-time

Expenditure Category:

Conference and Travel (5200)

Funded:

No

Funding Source:

Unknown

First Year Cost/Savings:

\$5,000.00/\$0.00

- **1.1.r2 - Foreign transfer and study abroad training**

**Description**

Counseling faculty, including Transfer Center Coordinator know very little or nothing at all about how to guide students interested in study abroad (outside of CHC sponsored programs) or to transfer to foreign countries. There are experts in the field. Funding would cover facilitator fees and lodging expenses.

**Rationale**

To gain knowledge about how CHC students can take advantage of foreign educational opportunities

Resource Type:

One-time

Expenditure Category:

Conference and Travel (5200)

Funded:

No

Funding Source:

Unknown

First Year Cost/Savings:

\$10,000.00/\$0.00

**Actions/Activities:**

- **1.1.a1 - Host a training by CSU & UC International Records**

**Evaluator**

Students with International records are arguably the most difficult to advise because counseling faculty have to anticipate how the CSU and UC system will evaluate such records. The proposed training will bring in the experts currently working in the field at CSU & UC to share their expertise with our Counseling Faculty. Funds will be used to cover facilitator fees and lodging.

Start Date:  
01/02/2016  
Responsible Person:  
Transfer Center Coordinator  
Status Code:  
Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.1.a2 - Attend individual conferences hosted by CSU impacted campuses**

Counselors know how to advise students transferring to local CSUs but additional training is needed to assist students transferring to the six “impacted” campuses. Funds will be used to cover transportation and meals since these conferences are usually free to attend.

Start Date:  
01/02/2016  
Responsible Person:  
Transfer Center Coordinator  
Status Code:  
Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.1.a3 - All-Counselor meetings hosted at local private universities**

Twice per semester, a local 4-year private university will host our counseling team’s meeting and provide a campus tour and presentation to increase counselor knowledge of the respective campus programs and admission policies. Funds will be used to cover attendees' mileage and meals.

Start Date:  
01/02/2016  
Responsible Person:  
Transfer Center Coordinator  
Status Code:  
Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.1.a4 - Californiacolleges.org Training**



This website features lesson plans for counseling faculty and helpful tools to better prepare students for transfer. Funds will be used for facilitator fees and lodging.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.1.a5 - Increase knowledge of study abroad options**

Counseling faculty have expressed a need to increase knowledge of study abroad options for students. There are many third party programs that offer study abroad but the uncertainty of legitimacy is a concern. Funds will be utilized to cover facilitator fees and lodging.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.1.a6 - Knowledge of foreign transfer opportunities**

Transfer Center Coordinator to gain knowledge about how CHC students can take advantage of foreign educational opportunities.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **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:

2

Original Start Date:

11/01/2013

Original End Date:

06/30/2020

Revised Start Date:

11/01/2013

Revised End Date:

06/30/2020

Responsible Person:

TCC and Title V/HSI Activity One

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **1.2.r1 - Hire a full-time Student Services Tech II**

**Description**

Hire a Student Services Tech II position

**Rationale**

The University Transfer and Career Center share a student services tech II full-time position to service both programs but primarily serves of the transfer center. More than 50% of the current SST time is spent directly assisting students with completing applications for transfer, interpreting communications from the 4-year institutions for students that applied for transfer, answering quick questions related to transfer, facilitating workshops, making classroom presentations, etc. Utilization of the UTC continues to grow annually since its inception back in 2012. Every year we estimate we will plateau but this has not happened and continues to grow by approximately 500 student contacts per year.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded:

No

Funding Source:

Unknown

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$50,000.00/\$0.00

Third Year Cost/Savings:

\$50,000.00/\$0.00

▪ **1.2.r2 - FT Transfer Center Counselor**

**Description**

Hire a full time counselor dedicated to the transfer center

**Rationale**

One of the activities of the Transfer Center is to provide counseling specific to Transfer. Currently, the coordinator can only provide some time to one on one counseling because of the other duties related to coordinating the University Transfer Center. Adjunct assistance is being provided through SSSP

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:

Unknown

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$80,000.00/\$0.00

Third Year Cost/Savings:

\$80,000.00/\$0.00

**Actions/Activities:**

▪ **1.2.a1 - Hire a full-time counselor housed at the University Transfer Center**

Approximately 80% of students indicate “transfer” as an educational goal on their Crafton college application. Currently, the UTC does not have a budget for it's own counselor. Although academic advising is not listed on the job description for the Transfer Center Coordinator position, I quickly realized that students came to the UTC specifically to meet with a counselor to help them develop a plan, to confirm they were on the right track, for a transfer evaluation, etc. I clearly understood the success of the UTC would only occur if students saw value in the services provided and thus, I added counseling appointments and drop in times to my schedule. It worked! The UTC and the Tutoring Center have consistently been identified as excellent programs by students through the Student Satisfaction survey. Currently, General Counseling rotates four different part-time counselors through the UTC Monday through Thursday. Counselors are on “loan” and the duties performed are shared between the two programs. General Counseling projects and assignments are given priority and thus counselor rotation to the UTC changes every

semester. The positive side is that various counselors are getting cross trained and carry this knowledge forward at other assignments. The downside is that part-time faculty are not in the position long enough to have consistency to get fully trained or to carry on long term projects and initiatives forward because I do not know if I will have that specific person the following term. Students assume we are experts in "transfer" when they visit this office. Training the counselors takes time and effort because transfer is fluid and complicated. Having a full-time counselor will provide the consistency and expertise that students expect. The proposed counselor will be open to all students regardless of transfer goal but will specifically dedicate time to facilitate **daily** "Intro to transfer" workshops for students with less than 15 units to create an informed SEP, meet individually with students with more than 45 units to establish a final year plan and work with students who have been denied admission.

Start Date:

01/02/2016

End Date:

06/30/2021

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

○ **1.3 - Objective - Streamline institutional policies and processes that affect transfer**

Develop activities and services that promote transfer

Priority Rank:

1

Original Start Date:

07/01/2013

Original End Date:

06/30/2017

Revised Start Date:

07/01/2013

Revised End Date:

06/30/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **1.3.a1 - Degree Audit Professional Development**

Counselors, transfer advocates and faculty will be provided opportunities for professional development in order to disseminate information regarding students' progress towards their educational goal, transfer preparation and degree completion.

Start Date:

01/01/2015

End Date:

06/30/2018

Responsible Person:

Transfer Center Coordinator & Records Evaluator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.3.a2 - 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:

06/30/2018

Responsible Person:

TC Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.3.a3 - 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:

06/30/2018

Responsible Person:

TC Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.3.a4 - Add "CSU/UC" Transferrability coding on Webadvisor**  
"CSU/UC transferrable" identifier is missing on all CHC courses on Webadvisor. The consequence is that students who are using Webadvisor as their only reference, do not know if courses are transferrable to a CSU or UC system. Students must have 60 CSU or UC transferrable units to transfer but not all courses at CHC are deemed "transferrable". Students need to know when registering if the class they are enrolling in is transferrable.

Start Date:

01/01/2016

End Date:

06/30/2019

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.3.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:

06/30/2018

Responsible Person:

TC Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.3.a6 - Establish course offering pattern for courses that are not offered every year**

Seek assistance from chairs to identify courses that are randomly offered and establish a routine pattern so that counseling faculty and students can anticipate and plan accordingly.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.4 - Objective - Increase Instructional Faculty (Professors) support**

Priority Rank:

8

Original Start Date:

01/02/2016

Original End Date:

05/31/2017

Revised Start Date:

01/02/2016

Revised End Date:

05/31/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

#### 4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

#### **Actions/Activities:**

- **1.4.a1 - Add transfer information on syllabi**

Create a standard message for Instructional faculty to include in their Syllabi containing the following: [www.assist.org](http://www.assist.org), If this class is CSU or UC transferrable, etc.

Start Date:

01/02/2016

End Date:

06/30/2019

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

#### **Progress Description:**

NA

#### **Measurements/Documentation of Progress:**

NA

- **1.4.a2 - Re-establish the Transfer Advocate Program**

The purpose of the initial Transfer Advocate Program was to establish the first transfer center on campus and to train faculty in the area of student transfer. The program was a closed program with a 4-year commitment and included stipends. The proposed program will be voluntary and available as an open entry, open exit set of workshops. The goal is to train as many instructional faculty as possible to bridge services to students via professors and the classroom.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

#### **Progress Description:**

NA

#### **Measurements/Documentation of Progress:**

NA

- **1.4.a3 - Add transfer information to the backside of business cards**

All CHC Faculty business cards will have important transfer information on the backside.

Start Date:



01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.4.a4 - Establish a weekly "transfer" day for campus-wide participation**

Establish a weekly transfer-day for campus-wide participation.

i. Transfer Tuesdays

1. Wear a t-shirt from your Alma Mater

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **1.4.a5 - Review and align ADTs with TMC for greater flexibility**

Review and align all CHC Associate Degree for Transfer (ADTs) with the Transfer Model Curriculum (TMC) to provide options in courses where options are allowed. Some of our Transfer Degrees are very rigid and do not provide students with course options to meet degree requirements although the TMC does allow for the flexibility. Two CHC ADTs come to mind that I recommend better alignment from a counseling perspective - the AS-T in Business and the AA-T in Psychology. The outcome would be an increase in graduates with these degrees.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **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:

1

**Objectives:**

- o **2.1 - Objective - Exposure to 4-year institutions**

Priority Rank:

3

Original Start Date:

01/02/2016

Original End Date:

06/30/2016

Revised Start Date:

01/02/2016

Revised End Date:

06/30/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **2.1.r1 - HBCU, HSI, and specialized careers Campus visits**

**Description**

Seeking funding to take 10 underrepresented students and 2 staff members, per year, to tour 6-8 Historically Black Colleges and Universities (HBCU)

Funding for transportation and lodging to take 10 underrepresented students and 2 staff members to Hispanic Serving Institutions

Funding for transportation and lodging to take 10 students and 2 staff members to campuses specializing in visual & performing arts, STEM, or professional degrees

**Rationale**

To expose 1st Gen and underrepresented students to 4-year transfer to out-of-area institutions.

Resource Type:

Ongoing  
Expenditure Category:  
Other Expenses & Fees (5809)  
Funded:  
No  
Funding Source:  
Unknown  
First Year Cost/Savings:  
\$30,000.00/\$0.00  
Second Year Cost/Savings:  
\$30,000.00/\$0.00  
Third Year Cost/Savings:  
\$30,000.00/\$0.00

**Actions/Activities:**

- **2.1.a1 - Local University Campus Visits**

Secure funding to provide two campus fieldtrips per month to expose students to local 4-year institutions. Funds would also cover \$15 lunch voucher as an incentive for students to participate.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.1.a2 - Northern and Southern California University Tours**

Secure funding for two annual overnight tours, one exploring Northern California universities and the other for Southern California institutions. Transportation, lodging and meals will be provided for students and staff.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.1.a3 - Exposure to out-of-state transfer**

1. Secure funding to take 10 underrepresented students and 2 staff members, per year, to tour 3-5 Historically Black Colleges and Universities (HBCU)
2. Funding for transportation and lodging to take 10 underrepresented students and 2 staff members to Hispanic Serving Institutions
3. Funding for transportation and lodging to take 10 students and 2 staff members to campuses specializing in visual & performing arts, STEM, or professional degrees.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.1.a4 - Exposure to Private Universities**

Collaborate with private institutions to offer students opportunities for transfer.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

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

Priority Rank:

6

Original Start Date:

11/01/2013

Original End Date:

06/30/2017

Revised Start Date:

11/01/2013

Revised End Date:

06/30/2017

Responsible Person:

TC Coordinator  
Strategic Direction:  
4. Expand Access  
Impact Type:  
Department  
Institutional Learning Outcome:  
-- Pick One --

**Actions/Activities:**

- **2.2.a1 - Modify instructional rosters to include "T" for transfer next to students who will have 45 units completed at end of term**

Submit a district IT request to add a "T" for "Transfer" next to each student name on instructional rosters indicating that student will have at least 45 "transferrable" units at the end of the current term. The "T" will help instructional professors to quickly identify students who are most likely in their last year at CHC and who should be getting ready to transfer. The Transfer Center Coordinator can develop activities and outreach opportunities with faculty to assist students with the admission application and transition process.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.2.a2 - Transfer App for iphone and android mobile devices**

There are apps for everything, why not one that is specific for students attending a California Community College, specifically Crafton Hills College. This app would help students stay on track towards transfer by providing checklists, tips, and access to their student educational plan, push notifications, etc.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

○ **2.3 - 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:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **2.3.a1 - “Intro to Transfer” pre-requisite workshop for all new students seeking a Student Educational Plan**

Student services tech or counselor to facilitate daily “Intro to Transfer” workshops for students with less than 15 units as a pre-requisite to scheduling an appointment for a “Transfer” Student Educational Plan. The workshops will cover admission basics, cost, application timeline and options to transferring to 4 year California and out-of-state institutions.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

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

Reach out to Hispanic and other underrepresented students

Priority Rank:

14

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:  
4. Expand Access  
Impact Type:  
Department  
Institutional Learning Outcome:  
-- Pick One --

**Actions/Activities:**

- **2.4.a1 - Actively market to 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

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.4.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

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

○ **2.5 - Objective - Improve transfer services to students**

Priority Rank:

9

Original Start Date:

11/01/2013

Original End Date:

06/30/2017

Revised Start Date:

11/01/2013

Revised End Date:

06/30/2017

Responsible Person:

TC Coordinator

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

▪ **2.5.r1 - Funds to pay for transfer applications for low income students**

**Description**

In 2015-2016, foundation raised 3K to assist students with the fees associated with applying for transfer at 4-year institutions. The Transfer Center monitored funding and allocated one application fee waiver per student who meet specific criteria related to academic preparation. There was a high interest in the fee waivers and we ran out of funding prior to the Nov 30th application deadline. My goal is to have 5K annually available to assist students with paying for transfer admission application fees

**Rationale**

To help low income students pay for application fees for transfer.

Resource Type:

Ongoing

Expenditure Category:

Other Student Aid (7600)

Funded:

No

Funding Source:

Unknown

First Year Cost/Savings:

\$3,000.00/\$0.00

Second Year Cost/Savings:

\$3,000.00/\$0.00



Third Year Cost/Savings:  
\$3,000.00/\$0.00

**Actions/Activities:**

- **2.5.a1 - Allied Health, Pre-Law and other professional conferences for students**

Secure Funding to send students to allied health, pre-law, other professional conferences. There are several local and out of the area conferences to guide students who are aspiring to enter professional careers in law and health. Funding would be used to sponsor high achieving students to attend such conferences.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.6 - Objective - Identify which private and out-of-state universities CHC students are transferring to during the last 5 years (2010 – 2015).**

Priority Rank:

13

Original Start Date:

01/02/2016

Original End Date:

06/30/2016

Revised Start Date:

01/02/2016

Revised End Date:

06/30/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **2.6.a1 - Increase articulation**

Private and out-of-state universities normally do not have a system for sharing the same information. A report demonstrating where CHC students transfer to will be used to seek articulation agreements with the

top institutional choices for our students.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

○ **2.7 - Objective - Create A Peer Transfer Mentor Program**

Priority Rank:

16

Original Start Date:

08/01/2017

Original End Date:

06/30/2019

Revised Start Date:

08/01/2017

Revised End Date:

06/30/2019

Responsible Person:

TC Coordinator

Strategic Direction:

4. Expand Access

Impact Type:

Only Students

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

▪ **2.7.a1 - Maintain a database of transfer students**

Maintain a database of students and the campus they transferred and their major. We can use this database to connect current students to former Craftonites for the purpose of research and mentorship.

Start Date:

08/01/2017

Responsible Person:

TC Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **2.7.a2 - Panel With Former Crafton Transfer Students**

Offer a panel discussion of recent, former transfer students and their experience in the transition and assimilation from Crafton to their new campus. Intended for both students and staff to learn how to best prepare for transfer and how we can improve the overall transfer experience.

Start Date:

04/01/2018

Responsible Person:

TC Coordinator

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **3 - Goal - Establish A Collaborative & Cohesive University Transfer & Career Center**

Priority Rank:

3

**Objectives:**

- **3.1 - Objective - Increase collaboration and communication with career services**

Priority Rank:

15

Original Start Date:

11/01/2017

Original End Date:

06/30/2019

Revised Start Date:

11/01/2017

Revised End Date:

06/30/2019

Responsible Person:

Moreno and Barrie

Strategic Direction:

9. Optimize Resources

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **3.1.a1 - Weekly meetings**

Commit to weekly, one-hour meetings to increase communication and collaboration for a more cohesive center for students.

Start Date:

10/06/2017

End Date:

11/30/2019

Responsible Person:

Moreno and Barrie

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **3.1.a2 - Redo Transfer & Career SARS Reason and Schedule Codes**

Review and revise current reason and schedule codes on SARS for efficiency and accuracy.

Start Date:

11/01/2017

Responsible Person:

Moreno and Barrie

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **3.1.a3 - 1st and 2nd year experience for students**

Create a 1st year Career Experience that leads into a 2nd year Transfer Experience to assist students in the transition from undecided to successful transfer.

Start Date:

08/01/2018

End Date:

06/30/2019

Responsible Person:

Moreno and Barrie

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

- **3.1.a4 - Connect Career to Transfer**

Collaborate with Career Services to bring awareness of fastest growing careers, highest job satisfaction careers, top careers that require a bachelors, etc. while connecting these careers to transfer opportunities.

Start Date:

01/01/2018

End Date:

06/30/2019

Responsible Person:

Moreno and Barrie

Status Code:

Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

**Measurements/Documentation of Progress:**

NA

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

Updating this Question is **Required** on the Annual Plan!

**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.

**In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** 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:

2

**Objectives:**

- **1.1 - Objective - Fully-trained Counseling Staff**

Priority Rank:

10

Start Date:

01/02/2016

End Date:

05/31/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

3. Interpersonal and Group Skills

**Resource Requests:**

- **1.1.r1 - International Records Training**

**Description**

Funding will be used to cover host a training by international records evaluators from the CSU and UC system to train CHC counseling faculty. Funds will cover facilitator fees and lodging.

**Rationale**

Students with international records are arguably the most difficult to advise because counseling faculty have to anticipate how the CSU and UC system will evaluate such records for admission. The proposed training will bring in experts currently working in the field at CSU & UC to share their expertise with our Counseling Faculty.

Resource Type:

One-time

Expenditure Category:

Conference and Travel (5200)

First Year Cost/Savings:

\$5,000.00/\$0.00

- **1.1.r2 - Foreign transfer and study abroad training**

**Description**

Counseling faculty, including Transfer Center Coordinator know very little or nothing at all about how to guide students interested in study abroad (outside of CHC sponsored programs) or to transfer to foreign countries. There are experts in the field. Funding would cover facilitator fees and lodging expenses.

**Rationale**

To gain knowledge about how CHC students can take advantage of foreign educational opportunities

Resource Type:

One-time

Expenditure Category:

Conference and Travel (5200)

First Year Cost/Savings:

\$10,000.00/\$0.00

**Actions/Activities:**

- **1.1.a1 - Host a training by CSU & UC International Records**

**Evaluator**

Students with International records are arguably the most difficult to advise because counseling faculty have to anticipate how the CSU and UC system will evaluate such records. The proposed training will bring in the experts currently working in the field at CSU & UC to share their expertise with our Counseling Faculty. Funds will be used to cover facilitator fees and lodging.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.1.a2 - Attend individual conferences hosted by CSU impacted campuses**

Counselors know how to advise students transferring to local CSUs but additional training is needed to assist students transferring to the six “impacted” campuses. Funds will be used to cover transportation and

meals since these conferences are usually free to attend.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.1.a3 - All-Counselor meetings hosted at local private universities**  
Twice per semester, a local 4-year private university will host our counseling team's meeting and provide a campus tour and presentation to increase counselor knowledge of the respective campus programs and admission policies. Funds will be used to cover attendees' mileage and meals.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.1.a4 - Californiacolleges.org Training**  
This website features lesson plans for counseling faculty and helpful tools to better prepare students for transfer. Funds will be used for facilitator fees and lodging.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.1.a5 - Increase knowledge of study abroad options**  
Counseling faculty have expressed a need to increase knowledge of study abroad options for students. There are many third party programs that offer study abroad but the uncertainty of legitimacy is a concern. Funds will be utilized to cover facilitator fees and lodging.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.1.a6 - Knowledge of foreign transfer opportunities**  
Transfer Center Coordinator to gain knowledge about how CHC students can take advantage of foreign educational opportunities.

Start Date:

01/02/2016

Responsible Person:

Transfer Center 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:

2

Start Date:

11/01/2013

End Date:

06/30/2020

Responsible Person:

TCC and Title V/HSI Activity One

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

6. Ethics and Values

**Resource Requests:**

- **1.2.r1 - Hire a full-time Student Services Tech II**

**Description**

Hire a Student Services Tech II position

**Rationale**

The University Transfer and Career Center share a student services tech II full-time position to service both programs but primarily serves of the transfer center. More than 50% of the current SST time is spent directly assisting students with completing applications for transfer, interpreting communications from the 4-year institutions for students that applied for transfer, answering quick questions related to transfer, facilitating workshops, making classroom presentations, etc. Utilization of the UTC continues to grow annually since its inception back in 2012. Every year we estimate we will plateau but this has not happened and continues to grow by approximately 500 student contacts per year.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:

\$50,000.00/\$0.00

Second Year Cost/Savings:

\$50,000.00/\$0.00

Third Year Cost/Savings:

\$50,000.00/\$0.00

- **1.2.r2 - FT Transfer Center Counselor**

**Description**

Hire a full time counselor dedicated to the transfer center

**Rationale**



One of the activities of the Transfer Center is to provide counseling specific to Transfer. Currently, the coordinator can only provide some time to one on one counseling because of the other duties related to coordinating the University Transfer Center. Adjunct assistance is being provided through SSSP

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

First Year Cost/Savings:

\$80,000.00/\$0.00

Second Year Cost/Savings:

\$80,000.00/\$0.00

Third Year Cost/Savings:

\$80,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Hire a full-time counselor housed at the University Transfer Center**

Approximately 80% of students indicate “transfer” as an educational goal on their Crafton college application. Currently, the UTC does not have a budget for it's own counselor. Although academic advising is not listed on the job description for the Transfer Center Coordinator position, I quickly realized that students came to the UTC specifically to meet with a counselor to help them develop a plan, to confirm they were on the right track, for a transfer evaluation, etc. I clearly understood the success of the UTC would only occur if students saw value in the services provided and thus, I added counseling appointments and drop in times to my schedule. It worked! The UTC and the Tutoring Center have consistently been identified as excellent programs by students through the Student Satisfaction survey. Currently, General Counseling rotates four different part-time counselors through the UTC Monday through Thursday. Counselors are on “loan” and the duties performed are shared between the two programs. General Counseling projects and assignments are given priority and thus counselor rotation to the UTC changes every semester. The positive side is that various counselors are getting cross trained and carry this knowledge forward at other assignments. The downside is that part-time faculty are not in the position long enough to have consistency to get fully trained or to carry on long term projects and initiatives forward because I do not know if I will have that specific person the following term. Students assume we are experts in "transfer" when they visit this office. Training the counselors takes time and effort because transfer is fluid and complicated. Having a full-time counselor will provide the consistency and expertise that students expect. The proposed counselor will be open to all students regardless of transfer goal but will specifically dedicate time to facilitate **daily** “Intro to transfer” workshops for students with less than 15 units to create an

informed SEP, meet individually with students with more than 45 units to establish a final year plan and work with students who have been denied admission.

Start Date:

01/02/2016

End Date:

06/30/2021

Responsible Person:

Transfer Center Coordinator

o **1.3 - Objective - Streamline institutional policies and processes that affect transfer**

Develop activities and services that promote transfer

Priority Rank:

1

Start Date:

07/01/2013

End Date:

06/30/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

6. Ethics and Values

**Actions/Activities:**

▪ **1.3.a1 - Degree Audit Professional Development**

Counselors, transfer advocates and faculty will be provided opportunities for professional development in order to disseminate information regarding students' progress towards their educational goal, transfer preparation and degree completion.

Start Date:

01/01/2015

End Date:

06/30/2018

Responsible Person:

Transfer Center Coordinator & Records Evaluator

▪ **1.3.a2 - 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:

06/30/2018

Responsible Person:

TC Coordinator

- **1.3.a3 - 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:

06/30/2018

Responsible Person:

TC Coordinator

- **1.3.a4 - Add "CSU/UC" Transferrability coding on Webadvisor**

"CSU/UC transferrable" identifier is missing on all CHC courses on Webadvisor. The consequence is that students who are using Webadvisor as their only reference, do not know if courses are transferrable to a CSU or UC system. Students must have 60 CSU or UC transferrable units to transfer but not all courses at CHC are deemed "transferrable". Students need to know when registering if the class they are enrolling in is transferrable.

Start Date:

01/01/2016

End Date:

06/30/2019

Responsible Person:

Transfer Center Coordinator

- **1.3.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:

06/30/2018

Responsible Person:

TC Coordinator

- **1.3.a6 - Establish course offering pattern for courses that are not offered every year**

Seek assistance from chairs to identify courses that are randomly offered and establish a routine pattern so that counseling faculty and students can anticipate and plan accordingly.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.4 - Objective - Increase Instructional Faculty (Professors) support**

Priority Rank:

8

Start Date:

01/02/2016

End Date:

05/31/2017

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

3. Interpersonal and Group Skills

**Actions/Activities:**

- **1.4.a1 - Add transfer information on syllabi**

Create a standard message for Instructional faculty to include in their Syllabi containing the following: [www.assist.org](http://www.assist.org), If this class is CSU or UC transferrable, etc.

Start Date:

01/02/2016

End Date:

06/30/2019

Responsible Person:

Transfer Center Coordinator

- **1.4.a2 - Re-establish the Transfer Advocate Program**

The purpose of the initial Transfer Advocate Program was to establish the first transfer center on campus and to train faculty in the area of student transfer. The program was a closed program with a 4-year commitment and included stipends. The proposed program will be voluntary and available as an open entry, open exit set of workshops. The goal is to train as many instructional faculty as possible to bridge services to students via professors and the classroom.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.4.a3 - Add transfer information to the backside of business cards**

All CHC Faculty business cards will have important transfer information on the backside.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.4.a4 - Establish a weekly "transfer" day for campus-wide participation**

Establish a weekly transfer-day for campus-wide participation.

i. Transfer Tuesdays

1. Wear a t-shirt from your Alma Mater

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **1.4.a5 - Review and align ADTs with TMC for greater flexibility**

Review and align all CHC Associate Degree for Transfer (ADTs) with the Transfer Model Curriculum (TMC) to provide options in courses where options are allowed. Some of our Transfer Degrees are very rigid and do not provide students with course options to meet degree requirements although the TMC does allow for the flexibility. Two CHC ADTs come to mind that I recommend better alignment from a counseling perspective - the AS-T in Business and the AA-T in Psychology. The outcome would be an increase in graduates with these degrees.

Start Date:

01/02/2016

Responsible Person:

Transfer Center 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:

1

**Objectives:**

- **2.1 - Objective - Exposure to 4-year institutions**

Priority Rank:

3

Start Date:

01/02/2016

End Date:

06/30/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

1. Critical Thinking

**Resource Requests:**

- **2.1.r1 - HBCU, HSI, and specialized careers Campus visits**

**Description**

Seeking funding to take 10 underrepresented students and 2 staff members, per year, to tour 6-8 Historically Black Colleges and Universities (HBCU)

Funding for transportation and lodging to take 10 underrepresented students and 2 staff members to Hispanic Serving Institutions

Funding for transportation and lodging to take 10 students and 2 staff members to campuses specializing in visual & performing arts, STEM, or professional degrees

**Rationale**

To expose 1st Gen and underrepresented students to 4-year transfer to out-of-area institutions.

Resource Type:

Ongoing

Expenditure Category:

Other Expenses & Fees (5809)

First Year Cost/Savings:

\$30,000.00/\$0.00

Second Year Cost/Savings:

\$30,000.00/\$0.00

Third Year Cost/Savings:

\$30,000.00/\$0.00

**Actions/Activities:**

▪ **2.1.a1 - Local University Campus Visits**

Secure funding to provide two campus fieldtrips per month to expose students to local 4-year institutions. Funds would also cover \$15 lunch voucher as an incentive for students to participate.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

▪ **2.1.a2 - Northern and Southern California University Tours**

Secure funding for two annual overnight tours, one exploring Northern California universities and the other for Southern California institutions. Transportation, lodging and meals will be provided for students and staff.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

▪ **2.1.a3 - Exposure to out-of-state transfer**

1. Secure funding to take 10 underrepresented students and 2 staff members, per year, to tour 3-5 Historically Black Colleges and Universities (HBCU)
2. Funding for transportation and lodging to take 10 underrepresented students and 2 staff members to Hispanic Serving Institutions
3. Funding for transportation and lodging to take 10 students and 2 staff members to campuses specializing in visual & performing arts, STEM, or professional degrees.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

▪ **2.1.a4 - Exposure to Private Universities**

Collaborate with private institutions to offer students opportunities for transfer.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

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

Priority Rank:

6

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

5. Information Literacy

**Actions/Activities:**

▪ **2.2.a1 - Modify instructional rosters to include "T" for transfer next to students who will have 45 units completed at end of term**

Submit a district IT request to add a "T" for "Transfer" next to each student name on instructional rosters indicating that student will have at least 45 "transferrable" units at the end of the current term. The "T" will help instructional professors to quickly identify students who are most likely in their last year at CHC and who should be getting ready to transfer. The Transfer Center Coordinator can develop activities and outreach opportunities with faculty to assist students with the admission application and transition process.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

▪ **2.2.a2 - Transfer App for iphone and android mobile devices**

There are apps for everything, why not one that is specific for students attending a California Community College, specifically Crafton Hills College. This app would help students stay on track towards transfer by providing checklists, tips, and access to their student educational plan, push notifications, etc.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

○ **2.3 - 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:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

6. Ethics and Values

**Actions/Activities:**

- **2.3.a1 - “Intro to Transfer” pre-requisite workshop for all new students seeking a Student Educational Plan**

Student services tech or counselor to facilitate daily “Intro to Transfer” workshops for students with less than 15 units as a pre-requisite to scheduling an appointment for a “Transfer” Student Educational Plan. The workshops will cover admission basics, cost, application timeline and options to transferring to 4 year California and out-of-state institutions.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

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

Reach out to Hispanic and other underrepresented students

Priority Rank:

14

Start Date:

07/01/2012

End Date:

06/30/2013

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

4. Expand Access

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

**Actions/Activities:**

- **2.4.a1 - Actively market to 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

- **2.4.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

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

Priority Rank:

9

Start Date:

11/01/2013

End Date:

06/30/2017

Responsible Person:

TC Coordinator

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

**Resource Requests:**

- **2.5.r1 - Funds to pay for transfer applications for low income students**

**Description**

In 2015-2016, foundation raised 3K to assist students with the fees associated with applying for transfer at 4-year institutions. The Transfer Center monitored funding and allocated one application fee waiver per student who meet specific criteria related to academic preparation. There was a high interest in the fee waivers and we ran out of funding prior to the Nov 30th application deadline. My goal is to have 5K annually available to assist students with paying for transfer admission application fees

**Rationale**

To help low income students pay for application fees for transfer.

Resource Type:

Ongoing

Expenditure Category:

Other Student Aid (7600)

First Year Cost/Savings:

\$3,000.00/\$0.00

Second Year Cost/Savings:

\$3,000.00/\$0.00

Third Year Cost/Savings:

\$3,000.00/\$0.00

**Actions/Activities:**

- **2.5.a1 - Allied Health, Pre-Law and other professional conferences for students**

Secure Funding to send students to allied health, pre-law, other professional conferences. There are several local and out of the area conferences to guide students who are aspiring to enter professional careers in law and health. Funding would be used to sponsor high achieving students to attend such conferences.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

- **2.6 - Objective - Identify which private and out-of-state universities CHC students are transferring to during the last 5 years (2010 – 2015).**

Priority Rank:

13

Start Date:

01/02/2016

End Date:

06/30/2016

Responsible Person:

Transfer Center Coordinator

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

1. Critical Thinking

**Actions/Activities:**

- **2.6.a1 - Increase articulation**

Private and out-of-state universities normally do not have a system for sharing the same information. A report demonstrating where CHC students transfer to will be used to seek articulation agreements with the

top institutional choices for our students.

Start Date:

01/02/2016

Responsible Person:

Transfer Center Coordinator

○ **2.7 - Objective - Create A Peer Transfer Mentor Program**

Priority Rank:

16

Start Date:

08/01/2017

End Date:

06/30/2019

Responsible Person:

TC Coordinator

Strategic Direction:

4. Expand Access

Impact Type:

Only Students

Institutional Learning Outcome:

1. Critical Thinking

**Actions/Activities:**

▪ **2.7.a1 - Maintain a database of transfer students**

Maintain a database of students and the campus they transferred and their major. We can use this database to connect current students to former Craftonites for the purpose of research and mentorship.

Start Date:

08/01/2017

Responsible Person:

TC Coordinator

▪ **2.7.a2 - Panel With Former Crafton Transfer Students**

Offer a panel discussion of recent, former transfer students and their experience in the transition and assimilation from Crafton to their new campus. Intended for both students and staff to learn how to best prepare for transfer and how we can improve the overall transfer experience.

Start Date:

04/01/2018

Responsible Person:

TC Coordinator

• **3 - Goal - Establish A Collaborative & Cohesive University Transfer & Career Center**

Priority Rank:

3

**Objectives:**

- **3.1 - Objective - Increase collaboration and communication with career services**

Priority Rank:

15

Start Date:

11/01/2017

End Date:

06/30/2019

Responsible Person:

Moreno and Barrie

Strategic Direction:

9. Optimize Resources

Impact Type:

Department

Institutional Learning Outcome:

3. Interpersonal and Group Skills

**Actions/Activities:**

- **3.1.a1 - Weekly meetings**

Commit to weekly, one-hour meetings to increase communication and collaboration for a more cohesive center for students.

Start Date:

10/06/2017

End Date:

11/30/2019

Responsible Person:

Moreno and Barrie

- **3.1.a2 - Redo Transfer & Career SARS Reason and Schedule Codes**

Review and revise current reason and schedule codes on SARS for efficiency and accuracy.

Start Date:

11/01/2017

Responsible Person:

Moreno and Barrie

- **3.1.a3 - 1st and 2nd year experience for students**

Create a 1st year Career Experience that leads into a 2nd year Transfer Experience to assist students in the transition from undecided to successful transfer.

Start Date:

08/01/2018

End Date:

06/30/2019

Responsible Person:

Moreno and Barrie

- **3.1.a4 - Connect Career to Transfer**

Collaborate with Career Services to bring awareness of fastest growing careers, highest job satisfaction careers, top careers that require a bachelors, etc. while connecting these careers to transfer opportunities.

Start Date:

01/01/2018  
End Date:  
06/30/2019  
Responsible Person:  
Moreno and Barrie

## **11. Comments**

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

## **12. Supporting Documents**

This question is for attaching supplemental materials. Supporting documents are not required.

- [UTC PPR 17-18 Appendix.pdf](#)
- [2017-18-dq-non-instructional-feedback Transfer Final.docx](#)