[Plans for Transfer Center](#) >> 2021 - 2022 Transfer Center CHC Student Services Program Review 2021-2022

Name :   2021 - 2022 Transfer Center CHC Student Services Program Review 2021-2022
Principal Preparer :   Mariana Moreno
Planning Participants :   Mariana Moreno

Version: 8
Group: 2021 - 2022
Type: CHC Student Services Program Review 2021-2022
Last Modified On: 3/25/2022 5:27:50 PM
Last Modified By: Mariana Macamay
State: Submitted (**Finalized**)
State By: Mariana Macamay

Instructions

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

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?**

> A. Mission Statement
>> a. The University Transfer Center (UTC) is committed to building and maintaining a culture of transfer in all facets of campus life, developing internal and external partnerships to advance the education of all students. The mission of the University Transfer Center is to promote transfer to the public, independent (private), and out-of-state regionally accredited institutions to advance the educational success of students, especially those from underrepresented and disproportionately impacted backgrounds.
>
> B. Alignment with the college and how we are advancing this mission:
>> a. The University Transfer Center is a resource for all students whose goal is to further their education by seeking a Bachelor's degree. We host a variety of services to help students develop and complete their transfer goals. Students have access to individual counseling from counselors that have been extensively trained in the complexity of transfer. In addition, we host over 100 workshops annually that takes student through a five-part process of applying for transfer to completing all steps required to successful transition and matriculation at the university. Further, we recruit universities to expose students to 4-year institutions by offering individual advising, information sessions, fairs and to host our students at their campus for field trips and admission presentations.
>> b. The UTC actively seeks to service students who are underrepresented or disproportionally impacted in higher education. We routinely visit courses with high Hispanic enrollment to encourage students to participate in fieldtrips to universities and to visit the UTC. Through collaboration with our foundation department, we offer students up to $140 in application fee waivers, essentially two free applications for transfer.

2. Description of Program

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

> The 1960 Master Plan for Higher Education in California envisioned a system with open access to higher education and identified "transfer" as a priority among the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC) public institutions (Legislation Analyst's Office, 2007, California's Higher Education Transfer Function). Given the low number of transfer 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 universities through services that directly impacted transferability, particularly for underrepresented students. A 30% increase in the number of transfer applications affirmed the necessity to create transfer centers across the systems, particularly in the community colleges. Subsequently, in 1991, the California Code of Regulations, **Title 5, Section 51207,** adopted Minimum Program Standards for Transfer Centers on California Community College campuses **(Refer to appendix A)**.
>
> The program standards call for districts to:
>
> a) Identify, contact, and provide transfer support services to students, emphasizing current and historically underrepresented students.

b) Ensure the provision of academic planning for transfer, including admission and articulation agreements with four-year institutions.
c) Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.
d) Monitor & support the progress to the point of transfer. That is, assist students in the transition process, including timely completion and submittal of necessary forms and applications.
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

f) Each district shall submit an annual report to the chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer plan, and expenditures supporting transfer center operations.

The University Transfer Center (UTC), centrally located on campus and housed with the other student services areas, is in a great position to work collaboratively towards improving the transfer experience for students. We are co-located with the Career Center, which allows us to share support staff and remain open to students similar to the hours of operation from other student services programs. Additionally, we have a strong collaboration with the Counseling Center, thereby sharing counseling support, collaborating on projects, and allowing for cross-training for the benefit of all students.

Our current staffing structure:

• One full-time, non-instructional faculty split into 50/50% role as coordinator & counselor
• One, 50% Senior Student Services Technician
• Thirty-Two counseling hours split between 7 counselors per week

Hours of Operation:

M-Thursday 9 am – 4:30/5 pm

Friday 9 am – 1 pm

B – Mission, or primary purpose

The primary purpose of the UTC is to increase student access to 4-year institutions. We make every effort to serve all students with activities that encourage continued engagement with the transfer center staff, 4-year institutions, and community partners. Further, we are committed to increasing our value to students by evolving and creating innovative activities relevant to students' transfer needs.

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 all 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. 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.

Transfer-Ready Students

The office of Institutional Research and Planning created a report of all currently enrolled students who have 30+ transferrable units completed and who meet specific Cal State & University of California qualifiers for targeted outreach to these students (see qualifiers below). The Fall 2021 report for the Cal State qualifiers yielded 1514 students. However, we know that approximately 600 students transfer annually to a CSU/UC or Private university. This means that only about 33-39% of these students are applying for transfer. Furthermore, when reviewing the 1514 currently enrolled students list, there are approximately 500 students with 60+ units, including about 167 with 80+ and 55 students with 100+ units. Students should be applying for transfer when they have completed between 30-45 units at Crafton. Our goal is to help students apply on time and not take more units or time than necessary.

The Cal State qualifiers are as follows:

• Currently enrolled at Crafton
• 30 CSU and/or 30 UC transferrable units at Crafton/SBVC
• English 101 completed or in progress
• Math 095 completed or in progress (with the intention the student would enroll in college math the following semester)
• 2.0 or higher for CSU/ 2.4 or higher for UC

It's essential that students understand admission to the university, and this is best done around 30 units completed. Admission varies by campus and desired program at each university. For example, over 65% of all UCLA applicants apply to the same 12 majors but UCLA has over 100 majors.   Thus, admission to

the 12 most popular majors will be more competitive than the other majors. Further, some majors are considered selective, meaning students must have specific courses completed at the community college or not be admissible. Engineering is an example of a selective major that often requires courses such as calculus and physics before the student can apply for transfer. A counselor's knowledge of competitive and selective programs at local and popular universities is essential to a student's transfer success. At 30 units, we aggressively reach out to students to encourage counseling appointments and apply on time.

Streamlining Dashboard by the Ca Community College Chancellor's Office (CCCCO)

The University Transfer Center participated in the Streamlining Dashboard initiative by the CCCCO (please refer to the link below). For this initiative, 2019-2020 data for students served by the UTC was entered into the Dashboard. The data demonstrates that overall, the UTC is doing an excellent job in helping economically disadvantaged students, between 62 - 68% on all services rendered. Additionally, 4.3 - 6.8% of all students who access services through the UTC are African American, yet only 4% of Crafton students are African American. Primarily, African American students prefer to participate in *Drop-Ins* for quick questions and engage with university representatives. Hispanic students make up 50% of the student population. In previous years, they visited the transfer center in proportion to their enrollment at Crafton. However, during the quarantine, their participation was between 38% to 50% in transfer activities. Their highest participation was in transfer workshops (50.7%), followed by counseling drop-ins (47.2%), versus their lowest participation (38.4%) in advising with university representatives. In analyzing activity engagement for Hispanic and African-American students, I wonder how much culture plays a role in their preferences. African-American students prefer to go straight to the source by meeting with university representatives.

Meanwhile, Hispanic students prefer counseling appointments and workshops. This is in alignment with what we know about Hispanic students and their preference to have a connection with staff and faculty. Further, Hispanics engage the least with university partners, an outsider, and perhaps viewed as an authority figure.

https://public.tableau.com/app/profile/chc.research/viz/StreamliningDashboard/StreamliningDashboard

- Canvas Transfer Non-Graded Course: 1,369 students participated; 4.3% African American, 46.2% Hispanic, 64.7% economically disadvantaged
- Transfer Workshops: 420 students participated; 5% African American, 50.7% Hispanic, and 68.8% economically disadvantaged
- Counseling Drop-Ins: 301 students participated; 6.6% African American, 47.2% Hispanic, 65.1% economically disadvantaged
- Counseling Appointments: 171 students participated; 4.7% African American; 40.4% Hispanic, 62% economically disadvantaged
- Advising with University Recruiter: 203 students participated; 6.4% African American, 38.4% Hispanic, 65% economically disadvantaged

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 COVID quarantine provided the University Transfer Center with an opportunity to expand services and offer an online format. With the return to campus, we continue to offer online services and face-to-face services to meet the needs of students.

Refer to Appendix B

F2F and Online (Hybrid)

- Academic planning/advising: Counseling appointments by transfer experts who have had extensive training in transfer to guide the student through the entire transfer process from start to finish.
- Drop-Ins for quick questions. In-person M-Th; Online on Fridays
- Workshops: In-person M-Th; Online Fridays. The UTC offers over 100 workshops per academic year. We created a 5-part transfer series that begins in August and ends in July of the following year. It takes students through the entire transfer process that spans an entire academic year. It allows students to stay on track while minimizing the stress associated with understanding the process.
- University representative appointments and tabling: Universities provide in person or virtual appointments. Students can make their appointments with Representatives directly from our Crafton UTC website allowing for increased scheduling flexibility. Some of the universities include our locals: Loma Linda, CSU San Bernardino, Riverside, Cal Baptist, National Univ, La Sierra. Non-locals vary but usually include UCLA, UCSB, various independent private universities, and CSUs.
- Step-by-Step assistance with completing the applications for admission: Perhaps one of our most popular services.
- Application fee waivers: Based on funding, students who meet the minimum transfer admission standards are eligible for a $70 application fee waiver.

Online

Refer to Appendix C

- **University Transfer Fairs**: Fall 2020 and Fall 2021, the fairs were offered only online due to the COVID pandemic.
- **Canvas**: In November 2019, the use of Canvas as a non-graded course was implemented so that students had access to transfer information at their disposal 24/7.
- **Youtube**: We utilize youtube to record step-by-step instructions on how to complete the CSU and UC applications for students who prefer to do it on their own. We also have recordings on how to order transcripts, request CSUGE or IGETC certification, and apply for graduation at Crafton. The CSU application playlist is our most popular with over 1000 views.
- **Transfer Admission Guarantee (TAG) Agreements**: Crafton Hills has 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 a complete list of TAG agreements, visit http://www.craftonhills.edu/current-students/university-transfer-center/transfer-admission-guarantee.php

In Person Only

- **University field trips & campus tours**: There is an expectation from the state that community colleges offer students field trips to universities, especially for underrepresented students who may not have the means to do so on their own. When it is deemed safe to resume field trips, we will do so. Schools visited in the past 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**: The center provides computers and a comfortable, open space to access online resources and FREE limited printing.
- **Transfer Recognition Luncheon**: This ceremony is a way to celebrate and recognize all students for their hard work and transfer achievement.

3. External Factors with Significant Impact

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

a. Budgetary constraints or opportunities
b. 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:

Our current staffing structure:

- One full-time, non-instructional faculty split into 50/50% role as coordinator & counselor
- One, 50% Senior Student Services Technician
- Thirty-Two counseling hours split between 4 counselors per week

Ideally, we should have two full-time counselors plus one 100% student services technician in addition to our current staffing.

The UTC Counselors specialize in all things transfer. They create Student Educational Plans (SEP) for new and continuing students to become competitive applicants for admission to their chosen universities. They further evaluate students' transferability to competitive and selective academic programs. This skill requires years of training and professional development. Additionally, transfer counselors are experts in the nuances of the application and the year-long process of admission.

At Crafton, we have six (6) steps to matriculate successfully. There can be up to fourteen (14) steps required from applying to enrollment at the university. The UTC staff and counselors assist students with every process, which varies from university to university. We have developed a five-part series of workshops spanning from August to July of the following year, covering all steps and ensuring a smooth transition from Crafton to the 4-year institution.

In 2012, Crafton's vision was to become the premier college for allied health, public safety, and transfer. The continuous growth in the transfer numbers indicates that Crafton has made significant strides in adopting a culture of "transfer." However, to fully realize this vision of being the "premier" college for transfer, all students with 30+ transferrable units need to be accommodated through counseling and transfer support at the UTC. Our current staffing structure serves approximately 900 unduplicated students. With more than 1500 students who have completed 30+ units, the UTC currently does not have the capacity to reach and help all students ready to apply.

Operational items

The UTC current budget is $5500 for programming and event costs such as national transfer memberships, transfer fairs, transfer recognition luncheon, staff conferences, printing, and office supplies. In addition, $2600 is provided equity funding to expose students to universities through field trips. Because we are limited to six universities in the inland empire. We endeavor to transport students to campuses outside of Riverside and San Bernardino County, but this may require hotel accommodations for campuses outside of the Inland Empire.

The UTC proposes the following budget for a fully functioning Transfer Center:
- 4500 Non-Instructional Supplies $1000
- 4551 Printing/SBCCD (posters/banners) $1000
- 5200 Travel/Conferences $5000
- 5310 Dues & Memberships (WACAC, NACAC, PLANC) $1000
- 5611 Bus Rentals $6000
- 5809 Other Expenses (Transfer Luncheon, Fairs) $3000
- **o Total $17,000**

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 Crafton Hills College is in the service area of only one CSU – Cal State San Bernardino. This puts our students in a significant disadvantage to the Cal State System. Cal Poly Pomona is the closest public university that offers engineering and the only campus to offer agriculture programs in southern

California. Yet, because we are not in their service area, they do not have to visit our campus to meet with students or come to our annual transfer fair. The UC system is excellent at visiting Crafton despite the distance between us. All nine (9) campuses have attended our fair during the last four years, and campuses such as UCLA and UCSB routinely visit to meet with students and conduct professional development with our counselors.

According to the Association of Independent California Colleges and Universities (AICCU), 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 when compared to the LA which has 27 universities or the Bay area with 21 universities. This limits students with exposure to a breadth of universities that would otherwise be recruiting them and providing an opportunity for higher education.

In summary, because of geographical location, six universities will actively recruit students and provide access to Crafton Hills College. Hence, field trips are an essential tool for exposure, access, and opportunity, especially for economically disadvantaged students who do not have the resources to visit these campuses otherwise.

C - Requirements of four-year institutions

The continued increase in applications for transfer from across the state, coupled with budget constraints, has increased transfer competitiveness. Students intending to transfer to impacted or selective 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. As a small campus, CHC has limited class sections, articulation, and programs, prohibiting some students from completing some of their lower-division (freshman and sophomore) preparation courses required by the receiving institution. Some of our ADTs have been revised so that students can select classes within a major as opposed to having a required course that we do not offer but once every three years. However, when it comes to transferring, the UC will not make exceptions for students missing major coursework. For example, Engineering is one of our most popular majors among STEM. Courses such as Statics, Data Analysis are required by schools like UC Irvine, yet we do not offer them at Crafton, putting our students at a disadvantage.

E – Job Market

According to an article published by the San Francisco Chronicle, California faces a severe shortage of Bachelor's 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, they suggest the following recommendations to address the workforce skills gap:

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

https://www.ppic.org/publication/will-california-run-out-of-college-graduates/

Considering the effects of the pandemic, the list of occupations with the highest percentage of employment reflects the needs of the current setting. The listed occupations are not an accurate representation of the long-term need for various career fields. An updated list will be included at a later time once these current needs are sufficiently met.

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

1. Operations Research Analysts (MATH)
2. Personal Financial Advisors (BUSINESS/STATISTICS/ECONOMICS/FINANCE)
3. Cartographers and Photogrammetrists (GEOGRAPHY/GIS)
4. Translators and Interpreters (LANGUAGES/LINGUISTICS)
5. Forensic Science Technicians (BIOLOGY/CHEMISTRY/FORENSIC PATHOLOGY)
6. Biomedical/Medical Engineers (ENGINEERING)
7. Substance Abuse and Behavioral Disorder Counselors (HUMAN SERVICES/PSYCHOLOGY)
8. Athletic Trainers (KINESIOLOGY/HEALTH-RELATED COURSES)
9. Computer System Analysts (COMPUTER SCIENCE/COMPUTER INFO SYSTEMS)
10. Mental Health and Substance Abuse Social Workers (SOCIAL WORK/PSYCHOLOGY/SOCIOLOGY)

https://www.thebalancecareers.com/fastest-growing-jobs-for-college-graduates-525684

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, I get a first-hand look at the research, provide feedback from my experience and benefit from the recommendations provided by the RP Group. I have used the data to drive how we serve students at Crafton with regards to their transfer journey. For example, the RP group found that students are highly concerned with affordability at the four year. Thus, we offer a workshop called "Financial Aid for Transfer" for new and continuing students. We also created a workshop for students that have been admitted to the university. We call it, "Show Me the $$$". In this workshop, we help students interpret and understand their award letters to decide on the affordability of their Bachelor's degree.

Associate Degree for Transfer (ADT)
Essentially, a transfer degree guarantees completion of lower-division requirements - general education and major preparation while also meeting the transfer requirements. Students with a transfer degree are 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 increases the number of degrees approved by the state and students graduating with these degrees. To date, there are a total of 27 degrees offered to students. In the 2011-2012 academic year, *one* transfer degree was awarded. In 2021, 361 degrees were granted, even amid COVID, students successfully completed their educational goals. This is a testament to the excellent advising students receive from counseling faculty and instruction building pathways for students to increase their opportunity for admission.

Year & Number of AAT/AST Awarded

2016-2017 – 218

2017-2018 – 247

2018-2019 – 299

2019-2020 – 339

2020-2021 – 361

https://public.tableau.com/views/DegreeandCertificateEarners/CraftonHillsandSanBernardinoValleyCollegeDegreesandCertificatesAwarded?:embed=y&:display_c

The top five transfer degrees awarded at Crafton for the 2020-2021 academic year:
• Business (79)
• Psychology (52)
• Sociology (42)
• Mathematics (22)
• History (21)

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 Nutrition & Dietetics (AS-T) Degree
   • Associate in Science in Physics for Transfer (AS-T) Degree
   • Associate in Science in Public Health (AST) Degree

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, especially for STEM majors. This is especially true during their final year as they are attempting to become competitive for admission. Hence, other CCCs, especially SBVC, receive credit for some of our transfer students although they spent most of their time at Crafton. 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.

4. Progress on Outcomes Assessment

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.

2020-2021 SAO

Overview & Methodology: We wanted to evaluate student's satisfaction with the "I've Applied, What's Next?" workshop. This workshop is critical to a student's transfer success. There are several deadlines that if missed, a student will have to stay back another year.

Learning Outcomes Statement: At least 75% of students will agree or strongly agree this workshop will help them understand what to do next to remain in good standing with the university. Further, at least 75% of students will feel this workshop will help them increase their chances of getting admitted to the university.

Assessment Tool: The evaluation survey was organized to collect information such as asking students about workshop communication(s), attendance, and overall satisfaction. It also included open-ended comments for improvements and suggestions for upcoming workshops. A total of 68 valid responses were submitted.

Findings: A total of 68 valid responses were recorded. Ninety-Five percent (95%) of students expressed that they understood the next steps towards remaining in good standing with the university(s). Further, 95% stated they believe this workshop will increase their admission to the university(s).

Use of Results: We are thrilled that students found this critical workshop of value to their transfer success. Based on the results, we will be incorporating an extra half hour of "lab time" to give extra help for students who may need it.

Noteworthy Comments:

- I appreciate the willingness to help students. I attend SBVC and have attended CHC in the past but always find myself attending CHC workshops because of the preparedness and willingness to help. Currently, SBVC has not started the graduation application process so CHC is ahead. If it weren't for DREAMers Club at SBVC, I would definitely graduate at CHC.
- I loved this workshop, I super thankful that there are so many opportunities to make sure I am going to transfer correctly. [name], [name], and [name] are all so amazing!
- [name] has been an excellent counselor and has consistently gone above and beyond the call of duty to help students.
- Please keep up the awesome work!
- Presenter was wonderful and very helpful.
- The service was amazing.
- The staff is always so nice and explain the topics very well. I also like how the transfer center has broken workshops up into transfer phases. I feel more prepared now and confident about my portals/transcripts/grad app information
- The University Transfer Center at Crafton Hills College has been extremely helpful. I appreciate all of the time that they take to work with their students and trying to help them succeed.
- They did a really great job with answering questions and being clear with the information they were providing.
- This workshop really helped me out during my UC transfer process. All my questions were answered, and the staff was really kind and friendly.

How would you improve this workshop? Comments from students:

- Have a page at the end of the workshop showing upcoming workshops.
- I think more time would be awesome because it would allow for a more detailed and in-depth look into what we need to do next.
- Maybe offer the powerpoints outside of the zoom meetings so if we return to the continued admissions at a later date, we can be refreshed on what to do and the steps to do so.

2019-2020 SAO

Overview & Methodology: Exit Survey for students transferring to the university.

Learning Outcomes Statement: As a result of engaging with the University Transfer Center services, 75% of students or higher will report their overall satisfaction as excellent or good. Further, at least 75% of students are likely or extremely likely to refer their peers to the UTC.

Assessment Tool: A survey was emailed to students who participated in at least one transfer workshop and transferred to a university at the end of the Spring 2020 semester.

Findings: We were very pleased with the results. We were able to increase the number of students who took the survey and increase their overall satisfaction. A total of 31 responses were recorded. One-hundred percent (100%) of students rated the overall level of services provided by the UTC as "Excellent" or "Good". One-hundred percent (100%) of students were "extremely likely" or "likely" to refer their peers to the UTC.

Use of Results: We were hoping to get a bigger sample, but because the findings were more favorable than the last cycle, we are satisfied with students' overall satisfaction. Further, we are incorporating student recommendations for the next evaluation cycle.

Noteworthy Comments:

- They helped me every step if the way from my pure uncertainty, up until submission of my final transcripts. They were very helpful and patient with all my questions regarding transfer.
- They made the transferring process easy and understandable
- [name] has been very helpful by helping me understand the financial aspect in my future at csusb, [name] has also motivated me when I felt stuck.
- [name] was beyond amazing in opening my eyes to resources I did not know were available as well as checking in with me making sure I was staying ahead of all the transferring steps.
- They were always there to answer my questions. They also knew a lot about the CSU application and with that gave us tips on what to do and not do
- Without the university transfer center, I wouldn't have known how to fill out my CSU application. I wouldn't have known that I need to fill out my graduation application in order to transfer and to apply my CSU-GE with my final transcripts. Thank you so much [name] for the YouTube videos on how to complete our process of admission!

When we asked about a service that we didn't offer that would have been helpful, students provided the following responses:

- A good service would be three way zoom calls with the student, transfer adviser, and counselor at UC all at the same time to get maximum aid and fulfill all questions
- A service that would have been helpful would be following up with students in person if they've applied, completed applications, etc.
- Assigned councilors to a student.
- How to get scholarships at the university
- I understand there are not enough counselors/aids but sometimes one-on-one help is needed. Maybe extend services much earlier to be able to help students individually. Sometimes we have specific situations that are different from others.
- It would have been helpful if there was workshops for private universities and specifically Adventist colleges. Because of the uniqueness of this transfer, it would have been extremely helpful to have a transfer coach that worked between Crafton and the private Adventist University, specifically Southern Adventist University in my case, that helped determine the equivalent courses, connected me to staff that could help me, shared resources, experience, and advice. It can be a confusing and overwhelming experience and would have been helpful even with a small charge that would have saved time and given me confidence in my transfer path.
- Letting me know when the cutoff for applying for EOP for Cal state

2018-2019 SAO

Overview & Methodology: Transfer Center Exit Survey

The Transfer Center disseminated the Exit Survey to students who had applied for transfer to a university. An online survey was distributed via email. It was organized to collect information, including asking students about themselves, their use of the Transfer Center workshops, their thoughts about the Transfer Center, and the universities they are transferring to. At the end of the survey, respondents were asked if they would like to participate in the "Transfer Mentor" program.

Learning Outcomes Statement: As a result of engaging with the University Transfer Center services, 75% of students or higher will report their overall satisfaction as excellent or good. Further, at least 75% of students are likely or extremely likely to refer their peers to the UTC.

Assessment Tool: A survey was emailed to students who participated in at least one transfer workshop and transferred to a university at the end of the Spring 2019 semester.

Findings: A total of 26 responses were recorded. 88% of students rated the overall level of services provided by the UTC as "Excellent" with 8% as "Good". Nine-Six percent (96%) of students were "extremely likely" or "likely" to refer their peers to the UTC. Furthermore, 21 students out of the 26 were admitted to their first choice university. The remaining students were admitted to their 2nd or 3rd choice university.

Use of Results: Although the survey results exceeded our expectations, 26 responses were very few. We will try again next year with a higher number of students. Further, based on student recommendations, we were able to secure additional funding.

Comments included:

- "I could have never gotten through the transfer process without the workshops and support of the center."
- "The staff is very knowledgeable and helpful. They take the time to explain things to you and walk with you every step of the way when it comes to transferring, and it's such a relief to have that kind of help. They take your success personally and it makes such a world of difference."
- "The Transfer Center has walked me step-by-step through my journey here at Crafton. From speaking with the counselors to attending workshops and field trips to find out where exactly I wanted to transfer to. Any questions that I had I knew I could get answered by the transfer center staff."
- " The transfer center helped ease my fears about transferring and also helped me realize that my goals were obtainable and not silly."
- "They were there when I was stressed and always was able to help me."
- "Always offered encouragement and knowledge. Informative workshops."
- "They were extremely knowledgeable and cheerful."

When we asked about a service that we didn't offer that would have been helpful, students provided the following responses:

- "Having access to students that have gone through the process was the biggest help to me. Hearing their experiences and having that connection and lifeline goes a long way."
- "I am not sure if they did a trip to Cal State San Bernardino to visit the school."
- "The only thing I could of added would of been more university tours, especially since the university I eventually decided on is located at least four hours away."
- "I really, really wish there was someone to kinda walk you through admission when you transfer. I mean like with what you need to do after you get admitted, like, how to send official transcripts, tips and tricks on how to stay on top of different things you need to give to the university before school starts."

2017-2018 SAO

Overview & Methodology: We wanted to know what kind of an impact a university campus field trip has on a student's interest in transferring. Further, we wanted to help students connect to each other and/or a staff member.

Assessment Tool: Students who participated in the field trips were given a survey to complete at the end of the fieldtrip.

Learning Outcomes Statement: As a result of attending a university field trip, 70% of students will state the field trip made a significant or moderate impact on their transfer motivation. At least 50% of students will agree or strongly agree that they made a new connection or friendship with a peer or staff member.

Findings: Regardless of a student's interest in that particular campus visit, 82% of students stated the field trip made a moderate or significant impact on their interest in transferring. Further, 75% of students agree or strongly agree they created a new connection or friendship due to this field trip.

Use of Results: We will continue to advocate for funding for field trips as they appear to be an important part of a student's interest in transferring while also making a new connection or friendship with a fellow peer or staff member.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

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 continue evolving with services that meet students' changing needs to navigate the transfer process successfully.

Highlights

- Crafton Hills students have the highest admission acceptance rate in the inland empire colleges to the UC system, 1st or 2nd highest among the 12 colleges.
- Crafton Hills admission acceptance rate to our local CSUSB is among the highest in the region. For the Fall 2021 cohort, Crafton was one of two colleges in which all students had completed their applications correctly and had indicated completion of the golden four requirements.
- Crafton students have an average of 3.34 transfer gpa to UC
- In 2017, Latino/a students outperformed their white peers in admission acceptance to UC. Seventy-seven (77%) percent of Latino/a students were admitted compared to 76% white applicants.

- On average, Crafton Latino/a students' acceptance to UC is above 70%.
- Despite COVID, Crafton continued to increase the awarding of ADTs from the previous year.

Innovative and Proactive Activities

- **Virtual Transfer Fair** – Having had the only successful virtual transfer fair in 2020, Crafton led the state's first regional virtual transfer fair on September 21, 2021. The regional fair comprised of the 12 colleges in the Riverside and San Bernardino area. We had 65 universities attend with approximately 1200 students who RSVP'd and over 2000 views in total. We were asked to present our efforts at the annual Transfer Summit 2022 conference so that other regions in the state could duplicate our efforts.
- **Advising with University Representatives online**. Students can now schedule their advising appointments with university representatives via the Crafton UTC website here: https://esars.sbccd.org/C_TransferCtrUniversityReps/eSARS.asp?WCI=Init&WCE=Settings
- **Improve the CHC and SBVC transcripts**. UTC Coordinator Mariana Macamay met with the SBVC Transfer Center counterpart and administration to gather support to change our current transcripts. Since both CHC and SBVC administrations supported the idea, TESS approved the project request. Essentially, our district transcripts will now include CSU, UC, and which area of the GE pattern courses meet so that students have a better understanding of their academic progress towards completion and transfer.
- **Offer comprehensive services** that help students through every part of the transfer process from applying to the point of matriculating at the university. In 2011, the UTC offered application workshops only to fill out the Cal State and UC applications. In 2021, we have a five-part transfer application series of workshops from August to May of the following year. Students who attend the entire series, will have a smooth transfer experience. (Refer to Appendix C)
  - **Part 1: Prepare for Transfer** (August – October)
  - **Part 2: Apply for Transfer** (August - November)
  - **Part 3: I've Applied. What's Next?** (January)
  - **Part 4: I've Admitted, What's Next? Or I've Been Denied, What Now?** (February- May)
  - **Part 5: Show me the $$$** (April-May)
- **We are offering all workshops, drop-ins, and counseling in-person and online.**
- **Intentionally recruit students with 30+ units.** Every fall term, I run a report created by the Office of Institutional Effectiveness, Research and Planning that tells me how many students have completed 30+ units and thus are near transfer. I use this information to proactively outreach to our students and invite them to application workshops and events. The current academic year yielded 1514 potential "transfer-ready" students.
- **Utilize Technology to increase access to transfer information.**
  - **Canvas** - In 2019, I sought support from our district to have a non-graded canvas course to contain all transfer information. At the time, the canvas was only used for instructional purposes. It came at a perfect time because just a few months after I released the transfer canvas shell, COVID sent us to work remotely from home. The UTC was prepared and was able to provide an almost seamless transition for students. Crafton student services took to the idea with EOPS, the Promise Program, and STEM hosting their own Canvas shell.
  - Further, I debuted this resource in April 2020 during a conference sponsored by the RP Group highlighting the *Through the Gate* Transfer Study. The response was overwhelming. Transfer Center Directors downloaded the canvas shell 60 times from the commons. Currently, there are about 1000 students enrolled in the Canvas Transfer Shell. **(Refer to Appendix C)**
  - **YouTube Videos**: We have created 28 videos on how to transfer with over 1500 views since the COVID quarantine.
  - **Starfish, early alert,** I created a flag for students who reach 30 Cal State transferrable units as well as a second flag of students who reach 30 UC transferrable units. Starfish sends them an alert that congratulates them and sends them a link to the transfer canvas shell. **(Refer to Appendix D)**
- **Growing Inland Achievement (GIA)** is a regional, collective impact organization that works to achieve educational and economic equity in the Inland Empire. Mariana Macamay sits on their *Advising & Transfer Network Team*. Crafton is a pilot college for helping students with 60+ units move forward with their educational goals by identifying students and strategically build programming to engage students in finalizing their academic goals at the CCC.
- **Strong internal and external collaboration** with programs such as Promise, EOPS, Honors, and STEM to provide access to transfer resources. The UTC has made a commitment to serve these programs by offering our transfer workshops at the Honors and STEM center

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

a. **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**.

b. 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**.

c. 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?

Streamlining Dashboard by the Ca Community College Chancellor's Office (CCCCO)

The University Transfer Center participated in the Streamlining Dashboard by the CCCCO (please refer to the link below). Data for students served by the UTC during 2019-2020 was entered into the Dashboard according to specific transfer activities: Participation in the Canvas non-graded course, workshops, counseling drop-ins, counseling appointments, advising with university recruiters.

https://public.tableau.com/app/profile/chc.research/viz/StreamliningDashboard/StreamliningDashboard

According to student participation in these activities, here's the breakdown for underrepresented populations.

- **Canvas Transfer Non-Graded Course**: 1,369 students participated; 4.3% African American, 46.2% Hispanic, 64.7% economically disadvantaged
- **Transfer Workshops**: 420 students participated; 5% African American, 50.7% Hispanic and 68.8% economically disadvantaged
- **Counseling Drop-Ins**: 301 students participated; 6.6% African American, 47.2% Hispanic, 65.1% economically disadvantaged
- **Counseling Appointments**: 171 students participated; 4.7% African American; 40.4% Hispanic, 62% economically disadvantaged
- **Advising with University Recruiter**: 203 students participated; 6.4% African American, 38.4% Hispanic, 65% economically disadvantaged

Overall, the UTC is doing an excellent job in serving economically disadvantaged students, between 62 - 68% on all services rendered. Additionally, 4.3 - 6.8% of all students who access services through the UTC are African American, yet only 4% of Crafton students are African American. Primarily, African American students prefer to participate in *Drop-Ins* for quick questions as well as engage with university representatives. As for Hispanic students, they do not frequent the UTC in proportion to their enrollment at Crafton. Hispanic students make up 50% of the student population. They frequent the UTC between 38 - 50%, depending on the activity. Their highest participation is in transfer workshops (50.7%) versus their lowest participation (38.4%) in advising with university representatives.

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 enrollment. Our goal is to be at an equivalent or higher percentage compared to all students enrolled at CHC. We have added the following activities to the programs and goals section:

Goal: Increase CHC Transfer Rate

Objective: Increase the use of the TC by Hispanics and other underrepresented and disproportionally impacted groups.

Activities:

- Actively market to BOG A & B eligible students
- Provide transfer information in courses with high Hispanic enrollment
- Increase access for DSPS students
- Collaborate with Veterans services

7. Evaluation

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

The UTC is open M-TH from 8am to 5 pm & Friday until 2 pm.

- Counseling, Drop-Ins, Workshops, & assistance with transfer applications are all done weekly, both in-person and online. We have modified our workshop codes so that students know which are in-person and which are online.
- 24/7 in-depth transfer information is online via CANVAS. It is also used to post announcements which students get instantly and are more apt to read them then their email.
- YouTube Videos: We have created 28 videos on how to transfer with over 1800 views since the COVID quarantine.
- The University Transfer Center offers more workshops than any other student services program on campus. Approximately 120 workshops are offered each year to help students through the entire transfer process, which spans from August to July of the following year.
- The Fall Step-by-Step website is featured as "Best Practices" on www.ccctransfer.org.
- 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.

Internal

The EOPS program requires its students to attend at least one UTC-sponsored workshop per term. The EOPS program serves underrepresented students, which helps us meet our goal to increase the transfer rate of Hispanic and other DI students.

Monthly trainings to 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.

As a STEM committee member, it allows the UTC to collaborate and serve STEM students. The UTC coordinator has access to the STEM Canvas as a teacher to post-transfer opportunities for students.

Workshops are offered at the Honors Lounge, taking our transfer services into the campus community. We have offered the same service to STEM and plan on reaching out to Veterans and DSPS programs.

External

Crafton is considered a leader in transfer among the 12 colleges in the inland empire (region 9). Recently, Crafton led the efforts to the first regional virtual transfer fair in the state.

We are currently collaborating with SBVC and the district to improve our transcripts to include transferrable course data.

The University of California provides CCCs the option to participate in the **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 emailing 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 completing the admission process. 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 Historically Black Colleges & Universities (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.

The Students Services Tech Senior (Brandice Mello) participates in the following committees:

Professional development and training
Perhaps the most significant 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, indeed, not the private institutions, which 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 integrating the Career and the Transfer Center. We have set up weekly one-hour meetings to be aware of the activities and expectations for a seamless Transfer and Career Center.

Compliance with applicable mandates
The UTC actively participates in the program review process. Additionally, the UTC complies with the CCC Chancellor's Office by completing the annual Transfer Center report on time every year by October 31.

8. Vision

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?**

A. Vision:

    a. In collaboration with General Counseling, the University Transfer Center shall service ALL students with 30+ units with comprehensive services that increase their transfer opportunities. We strive to operate with a high standard level by actively participating in the evaluative processes, continuously evolving to meet student needs as it applies to the fluidity of transfer. We place disproportionally disadvantaged students at the forefront of our priority and actively monitor their progress to the point of transfer.

B. Alignment with College's Vision:

    a. Currently, there are over 1880 students with 30+ transferrable units yet only about 600 students transfer annually. That is, over 1200 students who have invested significant time into their education but are not proceeding forward. The University Transfer Center's vision is to service **all** students with 30+ units regardless of their academic goal. This would allow the expertise of transfer counselors to prepare students to understand their options, become competitive applicants, and assist them with the complicated application process which spans the one full academic year. For students that are primarily CTE, they would also benefit from learning about their transfer options that meet their specific needs such as a flexible learning models, programs for professionals, career advancement programs, etc. Currently, we do not have the capacity to service 1880 students.   However, in collaboration with General Counseling, the UTC can be the hub for all students with 30+ units completed. This would require a complete restructuring of how Counseling, the University Transfer Center, and the Career Center see students as well as restructuring resources.

The university transfer center strongly believes in the college's vision that students need a supportive community where deep learning and personal growth can really flourish. The entire transfer process spans from August to July of the following year with approximately 14 steps students must engage in to successfully transfer. The UTC prides itself on the excellent service to students by offering over 100 workshops and continuously evaluating our services for content but also student satisfaction. Through this evaluation of our services, we noticed students were getting stuck in a particular area of their transfer journey. Beginning with the 2021-2022 year, we decided to add another workshop to our series of transfer workshops from four to five workshops. We also added a 30-minute lab time to the end of every workshop to help students individually with the tasks they need to do such as, ordering transcripts, etc.

Our challenge is to continue to provide a supportive community during the pandemic. We plan to expand our online services by mirroring how classes are offered. For example, we will increase our online workshops if most of our classes are online or vice versa. Further, we are fully utilizing technology to best serve students.   Students can make their own appointments online with university representatives as well as workshops. They do not need to call in. They can also utilize our online drop in for quick questions. We want to make sure students are able to connect with us through a variety of ways so that we can help them meet their goals.

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

- A fully-staffed transfer center consisting of 1 full-time coordinator, 4 full-time counselors, 1.5 full-time UTC specific student services technicians and 2 student workers.
- A general fund budget of at least $17,000 to support its operational costs.
- Each identified "Transfer-Ready" student will meet with a counselor to evaluate his/her readiness to apply for transfer and position the student for admission at desired campuses.
- Each transfer student will participate in the five-step transfer series workshops.
- We will serve an equal or greater percentage of disproportionate students when compared to the general campus demographics.
- Sufficient resources to host two fieldtrips per month.
- The removal of all institutional policies and/or practices identified as barriers for transfer.

---

9. Progress on Prior Goals

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

- **1 - Goal - Support and enhance a campus-wide transfer culture**
  Priority Rank: 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:** 05/30/2025
    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:
  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:
  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: Objective was Removed
  Progress Description:

  The UCOP system conducts international records evaluation virtual workshops. Although it is not the same as having personalized training for counselors, it suffices since we don't have a lot of students at Crafton that have international records.

  Measurements/Documentation of Progress:

  N/A

- **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 Completed and Ongoing
  Progress Description:

At the moment, there are limited counselor conferences in person. When they resume, the UTC will continue to support travel to local impacted universities.

Measurements/Documentation of Progress:

N/A

- **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 Completed and Ongoing
Progress Description:

Prior to the pandemic, CBU and University of Redlands hosted the Transfer Center Director's meetings. I anticipate that we will resume this activity post pandemic.

Measurements/Documentation of Progress:

N/A

- **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: Objective was Removed
Progress Description:

California colleges website is primarily geared for high school students. There are better websites for transfer and thus this objective is removed.

Measurements/Documentation of Progress:

N/A

- **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: Objective was Removed
Progress Description:

n/a

Measurements/Documentation of Progress:

n/a

- **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 Underway

Progress Description:

October 2021, Mariana Macamay scheduled a 2-part training for counselors to learn how to transfer to British universities. The British system is the most popular for US students who wish to study abroad. We have students who are interested and our counseling faculty and UTC is not versed in this area. This will be a valuable experience for our counselors.

Measurements/Documentation of Progress:

Part 1 completed

- **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:** 06/30/2022
  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: general fund
      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 assisstance is being provided through SSSP

      Resource Type: Ongoing
      Expenditure Category: Cert Non-Mgt. Non-Teach (1283)
      Funded: No
      Funding Source: general fund
      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 ong 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 dinied 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:

We are in the beginning stages of piloting a restructuring of the University Transfer Center, Counseling, and Career centers. Based on the success of this pilot initiative, this request will be updated to fit the new model for counseling services.

Measurements/Documentation of Progress:

N/A

- **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:**   06/30/2025
  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 Completed
    Progress Description:

    Starfish allows counselors and students to run "what if" scenarios for degree completion.

    Measurements/Documentation of Progress:

    Counselors are utilizing this tool

  - **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 Underway
    Progress Description:

Summer 2021, Mariana Macamay submitted a TESS request with CHC and SBVC signatures supporting updating our transcripts by adding CSU, UC transferrable unit summary as well as which area of IGETC, CSU, CHC GE each course meets. Since then, Mariana has participated in several meetings with TESS project managers and programmers.

Measurements/Documentation of Progress:

N/A

- **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 Underway
Progress Description:

Summer 2021, Mariana Macamay submitted a TESS request with CHC and SBVC signatures supporting updating our transcripts by adding CSU, UC transferrable unit summary as well as which area of IGETC, CSU, CHC GE each course meets. Since then, Mariana has participated in several meetings with TESS project managers and programmers.

Measurements/Documentation of Progress:

In progress

- **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:

This activity is planned for 2022-2023 academic year after transcripts have been updated.

Measurements/Documentation of Progress:

N/A

- **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:

This activity is planned for 2022-2023 academic year.

Measurements/Documentation of Progress:

N/A

- **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 Underway
Progress Description:

My understanding is that conversations about course offerings is a routine topic in chairs. I am working with our counseling faculty chair to continue to advocate for a schedule.

Measurements/Documentation of Progress:

N/A

○ **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:**   05/30/2025
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, 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: Objective was Removed
Progress Description:

With the creation of canvas modules and announcements, this activity is no longer needed.

Measurements/Documentation of Progress:

N/A

▪ **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:

Post-pandemic, the goal is to re-establish the transfer advocate program for instructional faculty.

Measurements/Documentation of Progress:

N/A

▪ **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: Objective was Removed
Progress Description:

No longer needed.

Measurements/Documentation of Progress:

N/A

- **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:

  Once we are fully on campus and post-pandemic, activities will be planned during the transfer fair week.

  Measurements/Documentation of Progress:

  N/A

- **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 Completed
  Progress Description:

  Some of the degrees were modified.

  Measurements/Documentation of Progress:

  Degrees were modified. See catalog.

- **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
    Original Start Date: 01/02/2016 **Original End Date:** 06/30/2016
    Revised Start Date: 01/02/2016 **Revised End Date:** 06/30/2025
    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: general fund
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:

  Due to the pandemic, this activity is on hold.

  Measurements/Documentation of Progress:

  N/A

- **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:

  Due to the pandemic, this activity is on hold.

  Measurements/Documentation of Progress:

  N/A

- **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:

  Due to the pandemic, this activity is on hold.

  Measurements/Documentation of Progress:

N/A

- **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 Underway
Progress Description:

The UTC continues to seek opportunities for students. Our private universities play a critical role in helping students who are not interested or able to transfer to a public institution. Activities such as creating Transfer Guarantee Agreements, hosting recruiters, and advertising on the spot admission events are just some of the activities the UTC is actively engaged in.

Measurements/Documentation of Progress:

N/A

- **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:** 06/30/2025
  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:

  This is planned for 2023-2024.

  Measurements/Documentation of Progress:

  N/A

  - **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:

  This activity has been pushed to 2023-2024 academic year.

  Measurements/Documentation of Progress:

  N/A

- **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:** 06/30/2023
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:

  This is an activity that will be implemented after we pilot the restructuring of the Counseling, Transfer and Career Centers.

  Measurements/Documentation of Progress:

  N/A

- **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:** 06/30/2023
  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 Underway
    Progress Description:

    I recently found out how I can download a list of students with an EFC of 0. It's called *Financial Aid Award Report - For EOPS - BOGC with 0 EFC*. I will use this list to invite students to meet with university representatives and for field trips. Exposure to four-year institutions is our priority for our low-income students.

    Measurements/Documentation of Progress:

    Informer report

  - **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 Completed and Ongoing
    Progress Description:

Prior to the quarantine, student workers actively made announcements in courses with high Hispanic enrollment inviting students to visit the UTC. We will continue to resume this activity once the campus increases F2F courses.

Measurements/Documentation of Progress:

Informer report

- **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:** 06/30/2025
  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 or 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: Foundation
      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 professsional 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: Objective was Removed
      Progress Description:

      N/A

      Measurements/Documentation of Progress:

      N/A

- **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:** 06/30/2025
  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 Scheduled to begin on a resonably firm date
Progress Description:

A quest was completed to receive a list of institutions our students transfer to. Once the list is received, I will evaluate the data and seek input from the counseling department with regards to updating or requesting new articulation agreements.

Measurements/Documentation of Progress:

N/A

- **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 Completed and Ongoing
    Progress Description:

    We use a biographical survey for students who attend our Transfer Luncheon. We have a record of the university campus and major. Approximately 80 students participate.

    Measurements/Documentation of Progress:

    We have a link for students on our web that they can fill out giving permission to be reached about their university and major.

  - **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 Scheduled to begin on a resonably firm date
    Progress Description:

    During the "I've Been Admitted, what's next?" workshops in Spring term, we plan on having one former transfer student speak about their transition to the university.

    Measurements/Documentation of Progress:

    N/A

- **2.8 - Objective - Clarify the Transfer Process for Students**
  Priority Rank: 17
  Original Start Date: 08/03/2020 **Original End Date:** 07/15/2021
  Revised Start Date: 08/03/2020 **Revised End Date:** 06/30/2025
  Responsible Person: Mariana Moreno
  Strategic Direction: 1. Promote Student Success
  Impact Type: Only Students

Institutional Learning Outcome: -- Pick One --
Actions/Activities:

- **2.8.a1 - Five Step Application Process**

  Pre-Application Readiness: Am I Ready to Apply?

  Part 1: Applying for Transfer on Time

  Part 2: I've Applied, What's Next?

  Part 3: I've Been Admitted, Waitlisted, Denied, What Now?

  Part 4: Show Me the $$$

  Start Date: 08/03/2020 **End Date:**   08/31/2021
  Responsible Person: Mariana Moreno
  Status Code: Work is Completed
  Progress Description:

  - **The UTC offers comprehensive services** that help students through every part of the transfer process from applying to the point of matriculating at the university. In 2011, the UTC offered application workshops only for assistance in filling out the Cal State and UC applications. In 2021, we have a five-part transfer application series of workshops that spans from August to May of the following year. Students who attend the entire series, will have a smooth transfer experience.
    - **Part 1: Prepare for Transfer** (August – October)
    - **Part 2: Apply for Transfer** (August - November)
    - **Part 3: I've Applied, What's Next?** (January)
    - **Part 4: I've Admitted, What's Next? Or I've Been Denied, What Now?** (February- May)
    - **Part 5: Show me the $$$** (April-May)

  Measurements/Documentation of Progress:

  On SARS

- **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:**   06/30/2025
    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 Completed and Ongoing
      Progress Description:

      Transfer & Career staff meet virtually on Fridays from 1:30 pm - 2 pm.

      Measurements/Documentation of Progress:

      As demonstrated on SARS schedule

    - **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 Completed
      Progress Description:

October of 2021, I received permission from my supervisor and district to modify schedule codes and have more administrative rights in SARS. Currently changing schedule codes to clarify which workshops are in-person and which are online. When students register for these workshops using E-SARS, they will be able to visibly choose the right option for them. All reason codes should be completed by November of 2021.

Measurements/Documentation of Progress:

As demonstrated on SARS schedule

- **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 succeful transfer.

  Start Date: 08/01/2018 **End Date:** 06/30/2019
  Responsible Person: Moreno and Barrie
  Status Code: Work is Underway
  Progress Description:

  The University Transfer Center in collaboration with Counseling and the Career Center programs are in the initial stages of restructuring how we serve students. It will essentially split up our departments into the 1st year and 2nd-year experience.

  Measurements/Documentation of Progress:

  Bi Weekly Meetings

- **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:

  This activity will be added to 1st-year experience with the new restructuring of services among the Counseling, UTC, and Career.

  Measurements/Documentation of Progress:

  As demonstrated on SARS schedule

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

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **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: 1
  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
    Actions/Activities:
    - **1.1.a1 - 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.a2 - 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.a3 - 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

- **1.1.a4 - Evaluation of Credits Training**

Invite our A & R records evaluators to facilitate trainings for counselors on how to evaluate coursework from other institutions towards equivalency with Crafton curriculum.

    Start Date: 11/01/2021 **End Date:** 06/30/2025
    Responsible Person: Records Evaluators

- **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 assisstance 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 ong 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 dinied admission.

  Start Date: 01/02/2016 **End Date:** 06/30/2021
  Responsible Person: Transfer Center Coordinator

- **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:** 06/30/2025
  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 - 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:** 06/30/2022
    Responsible Person: TC Coordinator

  - **1.3.a2 - 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:** 06/30/2022
    Responsible Person: TC Coordinator

  - **1.3.a3 - 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:** 06/30/2025
Responsible Person: Transfer Center Coordinator

- **1.3.a4 - 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:** 06/30/2025
  Responsible Person: TC Coordinator

- **1.3.a5 - 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 **End Date:** 06/30/2025
  Responsible Person: Transfer Center Coordinator

- **1.4 - Objective - Increase Instructional Faculty (Professors) support**
  Priority Rank: 8
  Start Date: 01/02/2016 **End Date:** 06/30/2025
  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 - 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 **End Date:** 06/30/2025
    Responsible Person: Transfer Center Coordinator

  - **1.4.a2 - Establish a weekly "transfer" day for campus-wide participation**

    Establish a weekly transfer day for campus-wide participation. During the transfer fair week, it's a great opportunity to facilitate a week-long set of activities for students and transfer.

    Start Date: 01/02/2016 **End Date:** 10/31/2023
    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: 2
  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
    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 **End Date:**   06/30/2025
Responsible Person: Transfer Center Coordinator

- **2.1.a2 - Exposure to Private Universities**

Collaborate with private institutions to offer students opportunities for transfer.

Start Date: 01/02/2016 **End Date:**   06/30/2025
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 **End Date:**   06/30/2025
Responsible Person: Transfer Center Coordinator

- **2.2.a2 - Starfish alert for students with 60+ units completed**

Currently enrolled students with 60+ units completed will be identified via starfish and aggresively encouraged to visit with counseling and transfer services.

Start Date: 09/01/2021 **End Date:**   06/30/2025
Responsible Person: Transfer Center Coordinator

- **2.2.a3 - Canvas Transfer Shell**

Continue to evolve the Canvas transfer shell according to user feedback for ease of information finding and processing.

Start Date: 10/01/2019 **End Date:**   10/31/2022
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:**   06/30/2023
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 **End Date:**   06/30/2025
Responsible Person: Transfer Center Coordinator

- ○ **2.4 - Objective - Increase the use of the TC by Hispanic and other underrepresented and disproportionally impacted groups**

  Reach out to Hispanic and other underrepresented students

  Priority Rank: 14
  Start Date: 07/01/2012 **End Date:** 06/30/2023
  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:** 06/30/2023
    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:** 06/30/2023
    Responsible Person: Transfer Center Coordinator

  - ■ **2.4.a3 - Increase access for DSPS students**

    Schedule a meeting with the DSPS director. Inquire as to their student transfer-related needs. If possible, email transfer opportunities to students via the director to ensure privacy.

    Start Date: 11/01/2021 **End Date:** 06/30/2025
    Responsible Person: Transfer Center Coordinator

  - ■ **2.4.a4 - Collaborate with Veteran Services**

    Veterans have flexible admission timelines and priority in the acceptance rates at most universities. My goal is to connect with Veteran students, advise them of the priority they may not be aware or and support their overall transfer needs.

    Start Date: 11/01/2021 **End Date:** 06/30/2025
    Responsible Person: Transfer Center Coordinator

- ○ **2.5 - Objective - Improve transfer services to students**
  Priority Rank: 9
  Start Date: 11/01/2013 **End Date:** 06/30/2025
  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 or 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

- **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:**   06/30/2025
  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   **End Date:**   06/30/2025
      Responsible Person: Transfer Center Coordinator

- **2.7 - Objective - Create A Peer Transfer Mentor Program**
  Priority Rank: 16
  Start Date: 08/01/2017   **End Date:**   06/30/2025
  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   **End Date:**   06/30/2025
      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   **End Date:**   06/30/2025
      Responsible Person: TC Coordinator

- **2.8 - Objective - Clarify the Transfer Process for Students**
  Priority Rank: 17
  Start Date: 08/03/2020   **End Date:**   07/15/2021
  Responsible Person: Mariana Moreno
  Strategic Direction: 1. Promote Student Success
  Impact Type: Only Students
  Institutional Learning Outcome: 5. Information Literacy
  Actions/Activities:

    - **2.8.a1 - Five Step Application Process**

      Pre-Application Readiness: Am I Ready to Apply?

      Part 1: Applying for Transfer on Time

      Part 2: I've Applied, What's Next?

      Part 3: I've Been Admitted, Waitlisted, Denied, What Now?

      Part 4: Show Me the $$$

      Start Date: 08/03/2020   **End Date:**   08/31/2022
      Responsible Person: Mariana Moreno

- **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:**   06/30/2025
  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:**   06/30/2025
    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 **End Date:**   10/01/2022
    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 succeful transfer.

    Start Date: 08/01/2018 **End Date:**   06/30/2025
    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:**   06/30/2025
    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.

- [Appendix C PPR 2021-2022.docx](#)
- [Appendix B PPR 2021-2022.docx](#)
- [Appendix A Title 5 section 51027 transfer.docx](#)
- [Appendix D PPR 2021-2022.docx](#)