2018-19 Transfer Center Annual Program Plan

I.A. **Program Profile: Purpose**
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The Transfer Center's Mission is to provide programs and services that facilitate Skyline College students' transition to baccalaureate institutions at each phase of a student's pathway, from their initial connection and entry to Skyline College through the completion of their goal to transfer. We aim to work to and close the transfer attainment gap among underrepresented student populations at Skyline College and to support our campus' effort to be a leading Transfer institution in the state.

The goal of the Transfer Center is to provide:

- Students' access to 4-year university representatives, through Transfer Fairs, visits by representatives, campus tours, and admissions presentations;
- Student support through workshops, application assistance, counseling, and Transfer Admissions Guarantees;
- Student access to up to date transfer resources and information;
- Specialized access to transfer programs and services to underrepresented students;
- Collaborations with campus divisions, departments, programs, faculty and staff to maximize institutional resources

This year the Transfer Center has done this by:

- Implementing the a series of Transfer Seminars offered multiple times a semester to review transfer information and resources
- Providing various transfer related workshops, including an expansion of application support and transition services
- Hosting two Transfer Day/Fair events with over 30 different college and university partners present
- Hosted 4 Campus tours: UC Davis, San Jose State, UC Santa Cruz and UC Berkeley
- Providing campus-wide in-reach to students to promote transfer related services and events, including meeting with 4-year university representatives
- Continuing to expand a campus-wide transfer advocate program and campus transfer culture
- Hosting a Transfer Initiative Advisory Committee that has established priorities of outreach and promotion, and collaboration with Skyline's feeder high schools and partner university

- Tabling on a weekly basis in building 6, as well as other campus events to provide visibility
- Working closely with Admissions and Records to ensure the completion and verification of Associate Degrees for Transfer for over 500 students
- Expand partnerships and connections between CSU and UC programs aimed to support underrepresented students, learning communities, and Promise students

Evidentiary Documents

APP 2018-2019_TransferCenter.pdf

Transfer Center- Action Plan - FY 2019_2020.pdf

I.B.   Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Ernesto Hernandez, Transfer Center Program Services Coordinator

Lucy Jovel, Counselor/Transfer Center Coordinator

II.A. **Analysis: Progress on Prior Program Objectives (Goals) and Activities**
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
The Transfer Center strives to continue to expand programming to increase transfer attainment. As such, eight strategies and tactics to meet these goals have established and reviewed for the 2018-2019 year.

The first strategy, to increase high school, and new student outreach on and off campus from several departments in a coordinated effort, was competed successfully through the collaboration efforts with the Outreach Office. Through the High School Liaison program information around transfer is included in the new student orientation, this helps in the dissemination of transfer knowledge early in the student's academic journey. With the support of the Program Services Coordinator (PSC) the Transfer Center attended outreach events on 6 different high school campuses. Additionally, tabling and workshops were provided and continue to be provided at PEP day events, at the time of this report a total of 5 have been completed. The second tactic designed to meet the outreach on campus has been about being visible on campus. Transfer Center presence in the form of tabling at several on campus events has also been more intentional, events such as the Veterans Resource fair, Career fair, Student Success Program Conference, PEP Days etc. While office staff is limited the PSC has been able to make the Transfer Center and the programming we provide more visible to students. Marketing in the form of Transfer Boards around campus, marketing campaigns around transfer deadlines, Transfer Day, and Alma Mater Day, etc. Working on being intentionally visible and present both on and off campus proved helpful in communicating transfer center services to students. With additional funding and office support more activities could help increase these efforts.

The second strategy indicated was to provide students with transfer support through the efforts of two tactics. The first tactic is to provide workshops and support to students; the second tactic, to provide transfer related events. An increase in the number of workshops being offered to support students through their application process has proved successful. A total of 98 workshops were conducted for students, addressing UC, CSU, and general transfer information for the 2018-2019 academic year. Many workshops were done in collaboration with other campus programs (Learning Communities, Promise Scholars, and TRiO) as well as partner universities. Collaborations with the Learning Center and International Student Programs (ISP) were attempted and also proved effective for the application season. The ISP counselor provided drop-in support on Fridays in the transfer center to support students on their applications. The effort to increase and expand the number and the variety of workshops is a

notable achievement as it addresses the strategy of increasing scope and reach of on-campus/articulated students. While the number of workshops is only up slightly from the 2017-2018 cycle, the hours of support through application workshops has increased. Results have shown that the increase of in-reach efforts completed by the Program Services Coordinator, have led to an increase in the participation of students in workshops and events that the Transfer Center conducts throughout the year.

The third strategy was to increase campus representation and student participation in meeting with campus representatives through tabling and scheduled visits. Partnerships with 4-year universities is pivotal in increasing access to students, as well as, providing students opportunities to explore various options. Campus representatives for our local CSU and UC campuses have regularly scheduled visits. A change in this has been with SFSU, due to staffing changes at their institution a representative has not been as available as they have been in the past. As our number one feeder this has required the Transfer Center to work more creatively around supporting those interested in transferring to SFSU. Our partnership with UC Davis continues to be pivotal in supporting students most especially with the completion of the Transfer Admission Guarantee (TAG) completion. UC Davis continues to remain the most popular UC amongst our students. The UCD representative is pivotal in supporting all students interest in a UC, and most notably guiding students through the TAG process.

The Transfer Center's fourth strategy is to utilize and develop technological tools that create efficiencies for students. The first tactic is an area we are continually struggle with, that is to maintain the website with updated information and the utilization of online communication. Without direct access to the website, changes are often delayed making it difficult to provide updated information for students. The student email listserv managed by Skylines MCPR is utilized, however there are limitations with this process as emails may not be sent to students and/or they are not sent in a timely fashion. We do use an internal listserv when needed, but are still not able to communicate to the broader student community. Social media platforms used in previous years have not been utilized for the 2018-2019 academic year, but will be in the coming year. Limitations with these platforms is that only a limited amount of students follow the accounts. Additionally, we do not have the technology in place to be able to track and target students at different points in their academic journey, this would allow the transfer center the capability of providing more targeted and meaningful services.

In efforts to continue to increase campus investment in transfer, strategy five addresses an effort to increase cross-departmental and cross-divisional information sharing and exchange to build a campus wide transfer culture. A tactic under this strategy is to increase training about key resources to staff in other discipline and support service areas. Currently, the Transfer Faculty

Coordinator makes regular announcement at counseling division meetings to provide updates. Updates are also communicated via email for timely distribution of information, in addition to a newsletter that is provided to the division. Training for the faculty coordinator is pivotal in ensuring that the Transfer Center has up to date information. To do this the transfer center has worked collaboratively with instructors and counselors to provide classroom presentation, extra credit for attending events, and participation of Alma Mater days. Activities related to this goal need to be addressed more strategically in the coming academic year. With more efforts to attend departmental/division meetings to provide information around transfer, as well as, a stronger effort to collaborate with Meta Major counselors and instructional faculty. A continued success in this collaboration is our Transfer Advocate Panels, which are held in classrooms with staff and faculty from around campus. These panels have been successful in bridging conversations between students with faculty and staff around college and career options. While we are working to collaborate more inter-departmentally, there is still room for growth in this area.

As we continue to work on building transfer culture, the sixth strategy addresses the goal of continuing to build student communication and messaging around transfer pathways. This strategy is similar to the first strategy in that it aims to increase communication with students so that they are more knowledgeable regarding their options. While we indicated a collaboration with Meta Major houses and explorers, no work was done in this area as the houses are still working to develop an appropriate system. A highlight for the efforts made in this area, is the PSC's design of a YouTube video to support students through the CSU application. This provided access to students who could not come to a campus workshop. With over 1200 views, it is clear that students needed this type of information and support.

In fall 2012 the Transfer Initiative was started as a means of facilitating a college-wide assessment of the colleges effectiveness in serving transfer bound students. A framework was designed using the Completion by Design framework, which is what the action plan is modelled after. Since 2012 the Transfer Initiative Committee met to continue to address the goals that were delineated in this comprehensive assessment. With a change in faculty leads and other changes, the Transfer Initiative Committee did not meet for over a year, until December 2018. At this point the committee is not composed of the same committee members from the past and instead included members from feeder high schools, university representatives, and campus colleagues to address how we can share a responsibility from student point of entry to completion. While the composition of the members has changed the goal remains, how to best serve students with a goal of transferring. As of late, the Transfer Initiative report that was completed has not been revisited. Looking that the campus as a whole is working towards a campus redesign, it may be necessary to facilitate another comprehensive assessment that addresses transfer culture and how we serve students. Strategy seven addresses engaging the college in the Transfer Initiative, no work has

been around this point actively other than host the Transfer Advisory Committee to promote transfer awareness around this model.

The last strategy addresses the tracking of students transferring and recognizing their efforts. The PRIE office is able to provide us a report with a list of students that indicated transfer on their open CCC Apply application. We then use this list to send an email the student notifying them of our services. The work completed by the PSC to track all students that utilize Transfer Center services, as well as communication with the CSU and UC's, has proven most useful in supporting those that are transferring. However, limitations in technology and staffing limit the centers ability to track student's completion towards their goal. The PSC's intentional efforts to communicate and track students has increased student reporting their acceptance to a four-year. While we are not able to capture all student data we are able to get some preliminary understanding of where and how many students may possibly transfer. Student recognition is being requested of the commencement committee and is requested yearly, so that students will be recognized at the graduation ceremony.

It is important to highlight the efforts made be the Transfer Center, the Counseling division, and Admissions and Records to proactively ensure that all students completing an AD-T had their degree processed for verification to the CSU's. The move to submit on students behalf was done to prevent any barriers in students transfer process if they applied to any CSU's. Preliminary results are showing that because of these efforts there was a 51% increase in the number of Associate Degrees for Transfer awarded compared to the 2017-2018 academic year.

Transfer related events continue to provide exposure for students, however we recognize the need to have more consistent events and programming that engages all students, including those attending remotely. Further effort is needed in collaborating with campus faculty and staff to engage them in events, including Alma Mater Days. As a center we need to work at connecting with instructional faculty during division meetings to engage them in conversations about events and utilize their support to engage students.

There have been several changes in programming due to staff changes, state-initiatives, college initiatives, and changes with university partners. The Transfer Center remains committed to staying abreast of the latest research and information to promote transfer for students.

Evidentiary Documents
Transfer Center- Action Plan Summary - FY 2018 -2019.pdf

II.B.   Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

The start of the fall 2018 semester involved several changes both to programming and to internal operations. The faculty lead for the program stepped away for a good part of the academic year on maternity leave. However, the Program Services Coordinator and another faculty member maintained programming. Additionally, the Transfer Center has been hired 3 student ambassadors to support programming through federal work study. While changes in staffing were made, programming was not impacted.

A programming change that was made, was the development of the Transfer Seminar and the elimination of the Transfer Conference. This 90-minute seminar is offered multiple times a semester by a counselor and reviews all pertinent information a student needs to be familiar with regarding transfer. The information provided is similar to that of the Transfer Conference. The concept behind the change was to provide students with more access for attending these sessions.

External changes that are expected to impact the program in the coming years is the implementation of Meta Majors and guided pathways, as well as, the implementation of the Counseling Division redesign. As of Fall 2018 there are designated Meta Major counselors that work with students in each area. As the campus begins to shift and further develop programming around the Meta Majors the transfer center will need to work on adjusting programming to meet the needs of students in each area. This will require the collaboration of services between the center and Meta Major counselors and instructional faculty. This will also allow the Transfer Center to strategically partner with 4-year institutions and programs so that they may support students transferring in majors related to the Meta Majors.

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**
(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative
SLO:

Counseling 104, Understanding Transfer (1.0 unit) which was first approved in the 2011-12 year was offered in Spring 2015; however due to low enrollment was cancelled. It was then offered again in the Fall 2015 and Fall 2016, with additional outreach to incoming students. However, the course was low enrolled and cancelled in the Fall 2016 semester. The course was submitted for modifications in the Spring 2016 to the Curriculum Committee and approved. The course has not yet been offered.

SLO's have been uploaded SLO's in TracDat and course-level SLOs have been mapped to PSLOs and ISLOs. An assessment method has been uploaded for the course as well. .

Continued outreach to counseling division, in addition to planned development of partnerships with Skyline Promise, Meta Majors, and summer programming we hope to increase enrollment once the course is offered.

PSLO:

(Please see TracDat 4 column report attached)

The Transfer Center continues to maintain annual data to evaluate SLO's. There is now 6 years of consistent data measuring SLO's. The SLOs, success criterion, methodology and related documents have been uploaded into TracDat, including the 4 column report attached. The feedback compiled from the 2017-2018 and what's available for the 2018-2019 years were overwhelmingly positive. All criterion were met for the SLO's.

Overall data among all categories, college tours, workshop data, and events shows that what the Transfer Center is doing is effective and well-received by students. For the upcoming 2019-2020 academic year, new Student Learning Outcomes are being designed and implemented to better align with the college and with the California State Chancellors Office Transfer Expectations.

Evidentiary Documents
Assessment_ Assessment Unit Four Column_TransferCenter.pdf

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The Transfer Center strives to continue to expand programming to increase transfer attainment. As such, seven goals/strategies have established and reviewed for the 2018-2019 year, and the following are areas of recognition.

An area of achievement that should be noted, addresses the strategy of increasing scope and reach of on-campus/articulated students. Results have shown that the increase of in-reach efforts completed by the Program Services Coordinator, have led to an increase in the participation of students in workshops and events that the Transfer Center conducts throughout the year. An increase in the number of workshops being offered to support students through their application process has also been successful. Collaborations with the Learning Center were attempted and also proved effective. Most notably, in the summer and early fall 2018 semesters the PSC designed and completed a mass marketing of the CSU Spring 2019 application for the August application period, reminding students to meet with counselors to review their eligibility for a possible Spring transfer. Due to these efforts and to the support of counselors, there was an increase in students applying for the spring transfer application cycle. These efforts will continue into the next academic year.

While the program website is not updated regularly, there have been intended efforts to provide some support to students via online YouTube videos. The PSC designed videos to support students with the CSU application. This is a notable achievement, with over 1000 views, we now know that this platform proves helpful for students especially when they are unable to get on to campus. With over 250 students seeking Transfer Center support, the PSC's initiative to support students in the center and off campus.

The Associate Degree for Transfer (AD-T) Project that entailed a very intentional and detailed management by the PSC showed progress in the number of degrees processed and approved. Students that applied to the California State University (CSU) system and indicated completion of an AD-T are required to have their degree verified by their community college. Verification of these degrees is directly tied to student admissions processes at any of the CSU campuses they applied to, but each campus processes them differently. In efforts to mitigate any problems this project was intended to ensure that all students that indicated ADT completion on their CSU application would have their coursework reviewed and if a degree was completed then the degree application was processed on their behalf. With a 51% increase in the number of applications processed and approved, the initiative to review student completion and submit

on their behalf proved successful. The coordinated efforts between counseling, the Transfer Center, and Admissions and Records was necessary and was managed by the PSC. However, the process in place is still in need of some adjustments so that all students that are AD-T eligible are reviewed regardless if they have submitted a CSU application or not.

Another area of improvement is the increased support in January for students submitting supplemental applications. A need was seen in the 2017-2018 application process and the Transfer Center addressed it by providing multiple workshops to support students that needed to complete supplemental applications. Information regarding supplemental applications was also shared with students throughout the fall semester as a preventative measure so that they would remember to complete this process.

There have been several changes in programming due to staff changes, state-initiatives, college initiatives, and changes with university partners. Recognition should be given to the PSC, who continues to manage day to day operations in the center, as well as continues design and support the expansion of services.

As the campus moves towards a redesign on programming around Meta Majors and guided pathways and the counseling division moves toward changing how students are served, the transfer center has put a hold on programming to avoid duplication of services.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:
(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The Transfer Center has been able to continue to expand services and workshop offering with continued support from the counseling division faculty. The center has been able to maintain the support of student workers to support programming. With the support of the Program Services Coordinator and the faculty lead several services have been offered to ensure that more intentional efforts are made to reach students and support their transfer preparation process. Given that there is no Office Assistant to support day to day operations in the office, expanding program services more than what is currently being done is not entirely feasible. As more in-reach and outreach efforts are done, there is more foot traffic in the center and the PSC then works to address operations in the office as well as programming. This has greatly impacted the expansion of programming and in the 2018-2019 academic year. Given more support the transfer programming could be more proactive in aligning with the Meta Majors and guided pathways. However, the addition of an office assistant to support the PSC and the Transfer Center is greatly needed, if we strive to continue to expand services.

Most directly impacting programming in the 2018-2019 year and beyond will be the redesign of the counseling division. Depending on how the division aligns itself with the campus redesign of Meta Major and guided pathways, the Transfer Center will need to work more intentionally in providing specially designed programming for each house and work with the program faculty and staff to provide students with seamless services and consistent information moving forward. At this time the design is in its infancy and we are still working on addressing how we can best provide services for students collaboratively with the Meta Major counselors and the instructional faculty in each area.

It is important to note that, changing policies, procedures, new legislation, impaction at the four- year level, and new admissions requirements impact the Transfer Center's programming on an ongoing basis. Not only is the Transfer Center responsible for informing counselors and staff with new information and changes, but the information needs to be communicated to students in an accurate and understandable manner.

IV.A. **Strategy for Program Enhancement: Continuation/Modification**
Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative
The Transfer Center will continue the implementation of the last CPR strategies. Please see action plan attached. This plan will highlight changes in strategies moving into the 2018-2019 year based on the strategies and tactics outlined in the comprehensive program review.

Evidentiary Documents
Transfer Center- Action Plan - FY 2019_2020.pdf

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative
Strategy B: Provide students with transfer support workshops and events

Strategy B Tactic 1: Provide transfer related workshops and support

Actions/Timing Related Activities

Fall

- UC and CSU Application workshops; Drop-in for UC and CSU applications, Transfer Seminars (Transfer Student Orientation workshops), TAG workshops, Associate Degree for Transfer workshops, Transfer Advocate Panels, etc.
- Collaborate with the learning center and English Faculty for Personal Insight Question workshops
- Collaborate with Meta Major Houses and Counseling Division to explore major related workshop events and workshops

Spring

- Workshops: Intro to UC and CSU; The Associate Degree for Transfer, Nursing Major workshop; Private Colleges workshops and panels; Accepted to SFSU and UC Davis workshops, Intro to TAG workshops
- Collaborate with Meta Major Houses and Counseling Division to explore major related workshop events and workshops

 Hold to offer Coun 104 Understanding Transfer Course (Spring 20 consideration)

Resources Needed

- $300 –promotional materials and incentives
- Overall office supplies $4000

- Overall printed materials $4000

Strategy B Tactic 2

- Continue to build student communication and messaging around transfer pathways
- Actions/Timing Related Activities
- Continued use of GWAMAIL and campus announcements
- Collaboration with Meta Major houses, exploratory programming, and Career Center, to align programming
- Re-Implement: Transfer Hour video and presentation streaming in building 6
- Continue to collaborate and vet ideas of Transfer Initiative Advisory Committee through divisions and campus-wide committees
- Begin to collect student feedback through focus groups and surveys, in collaboration with PRIE

Resources Needed

Advisory Meeting- $500

Strategy B Tactic 3

Provide transfer related events

Fall

- Continue to offer various Transfer Seminars throughout the semester with variety of offerings for all new students
- TAG – outreach starting August
- Transfer Awareness Month (October): hosting classroom presentations, attend division meetings, and Transfer campaign around campus leading up to Transfer Day
- Transfer Campaign for National Transfer Week October 21-25, 2019 – transfer Advocate Panels, tabling, classroom presentations, social media campaign
- Host Transfer Day with over 30 colleges

Spring

- Public, private, & out of state college Transfer Fair
- Host 3 college tours in collaboration with TRiO, EOPS, Promise, and other learning communities
- Provide Major Related seminars (nursing, business, pre-med, psychology, etc.) in collaboration with instructional faculty, Career Services, and university partners in line with Meta Majors

Resources Needed

- $3000 For Transfer Seminars
- $1200 for Transfer Day event
- $1,000 for Spring Transfer Fair event
- $8,500 for College tours
- $1500 for transfer related events during Transfer Awareness Month
- National Transfer Week: Marketing ($1,000), Giveaways ($200), Pizza ($500)

Strategy C: Increase campus representation and student participation in meeting with campus representatives

Strategy C Tactic 1

Continue to develop relationships and schedule with campus representatives

Actions/Timing Related Activities

- Continue efforts to expand campus representation schedule on campus
- Expand promotion of UC Davis Transfer Opportunity & UC Berkeley Transfer Alliance Programs (for underrepresented students)
- Align workshops specific to majors at partner universities and the Meta Majors at Skyline. For example: Pre-Health

Resources Needed

UC Davis Transfer Opportunity Program – approximately $7,000

Strategy C Tactic 2

Promote campus representatives as a resource both through tabling and 1x1 advising sessions

Actions/Timing Related Activities

- Continue promotion of transfer representative resource through email student communication, social media, through faculty, transfer boards and tabling

Strategy D: Utilize and develop technological tools that create efficiencies for students

Strategy D Tactic 1

Continue website updates and expand utilization of various forms of media for student communications (web chat, online advising, etc., social media)

Actions/Timing Related Activities

- Redesign and reorganize website information to ensure that it is up to date and easy to access information from.
- Regular social media posts to inform students of opportunities both on and off campus
- Use of GWAMAIL and lists provided through UC and CSU (UC Applicant and CSU ADT applicant list)
- Utilizing an opt-in mailing list that allow students to receive timely info.
- Design and include online workshops for students attending remotely

Resources Needed

- Collaboration with Media to record material & DRC to ensure material meets accessibility guidelines
- Partnering with MCPR to design outreach material in timely manner

Strategy E

Increase efforts of Multi-Disciplinary Staff Communication and Collaboration around Transfer

Strategy E Tactic 1

Increase training about key resources to staff in other disciplines/support service areas

Actions/Timing Related Activities

- Provide counseling department updates and staff training around transfer related changes and updates, including university representatives visiting Counseling Division meetings
- Attend Instructional Division meetings to provide information and updates

Resources Needed

- Professional Development - $110 ETS for TCC, and $200 CSU Conference for TCC, and PSC; Total = $310 total

Strategy E Tactic 2

Continue collaboration with Admissions and Records to ensure that transfer logistics are managed in time sensitive manner.

Actions/Timing Related Activities

- Complete review and degree audit of AD-T's to ensure that degrees are completed by Spring 2020
- Submit AD-Ts for students in WebSmart by first week of March
- Follow-up with students to ensure AD-T verifications are completed and submitted to CSU's in timely manner.
- October 31st à Spring Transfers
- March 15th à Fall Transfers
- IGETC & CSU Certifications processed by A&R by July 15th

Resources Needed

- AD-T: Collaboration with Counselors, A &R, and CSU chancellor's office.
- Designated individual on A&R staff for Transfer project support and ADT and CSU/UC Certifications

Strategy E Tactic 3

Increase cross-departmental and cross-divisional information sharing and exchange to build a campus-wide transfer culture

Actions/Timing Related Activities

- Instructors and counselors continue to collaborate to promote transfer, in the classroom (information on syllabus, classroom presentations, extra credit to attend events)
- Reengaging instructors by sending information that will be provided through frequent email of PowerPoint slides with information for students
- Participation in Alma Mater Days.
- Attendance of Division meetings to promote events and workshops
- Continued discussion of ways to collaborate at Transfer Initiative Advisory Committee
- Continue to promote Transfer Advocate Program through Transfer Advocate Career Panels, Coun. 100 and campus community
- Fall 2019: collaborate with Meta Majors coordinators and staff to discuss integration of transfer services

Resources Needed

- $250 Alma Mater Day incentives
- Transfer Advocate Program materials $600
- Transfer Initiative Advisory Meeting $500

Strategy G

Create opportunities to track and recognize students for transferring

Actions/Timing Related Activities

- Host focus groups and create exit surveys for students who are transferring; use this information as a possible alumni database
- Utilize student alumni database to connect students as a form of a mentor and resource.
- Utilize information provided by PRIE reports to track student completion.
- Work more intentionally with the PRIE office to survey students and track their progress.
- Work with graduation committee to try and include a survey in their event registration to include a transfer indicator.

Resources Needed

- Focus group- $600 for incentives and to pay for student lunches
- Alumni- $500 incentives for students who participate as mentors

Associated Objectives

922-Create opportunities to track and recognize students for transferring

921-Engage College around Transfer Initiative

917-Increase campus representation and student participation in meeting with campus representatives

920-Increase efforts of Multi-Disciplinary Staff Communication and Collaboration around Transfer

913-Increase Transfer Outreach efforts

915-Provide students with transfer support workshops and events

919-Utilize and develop technological tools that create efficiencies for students

Enhanced Budget with Objectives and Tasks
Enhanced Budget with Objectives of Transfer Center