

Description:

Enter in updated description for the academic year, emphasizing any changes to the department. Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. This academic year Transfer focused on enhancing communication with the students and the campus community. The following materials were developed: New student welcome letter and a Transfer newsletter. Transfer also facilitated a new event, Transfer 101 conference. The focus of this event was to have a panel of representatives from CSU, UC and privates to present information on their institutions and what they had to offer. Student were able to ask questions they me have. Our plan in the future is to expanded into three separate conferences.

Ethnicity	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)	17-18 (n=1385)	18-19 (n=1084)
Asian	6%	5%	5%	7%	5%
Black	13%	12%	13%	16%	17%
Hispanic	61%	64%	64%	63%	63%
Native American	<1%	<1%	<1%	1%	<1%
Pacific Islander	<1%	0%	0%	<1%	<1%
White	8%	13%	9%	8%	7%
Declined to State	11%	6%	6%	4%	7%

Transfer Contacts	2017-18	2018-19
TRANSFER/HONORS COUN.	1850	2850
CAREER COUNSELING	245	414
GENERAL COUNSELING	222	244
TUMAINI COUNSELING	5	247
UNIV. APPOINTMENTS	317	359
TRANSFER CELEBRATION	607	141
FIELD TRIPS	173	26
INFO TABLE IN QUAD	866	817
WKSHOPS/PRESENTATION	904	1135
UNIV. PRES @ TRANSFER FAIRS	67	69
UNIV. PRESENTATIONS	332	270

Transfer Destination	2014-15	2015-16	2016-17	2017-18
In-State-Private (ISP)	162	120	92	103
Out-of-State (OOS)	143	166	162	145
University of California	41	54	67	69
California State University	387	445	441	454
Total Transfers	733	785	762	771

Gender	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)	17-18 (n=1385)	18-19 (n=1084)
Female	53%	63%	56%	57%	61%
Male	37%	36%	38%	41%	33%

Assessment:

The Transfer data reflects the following:

- The ethnicity of students that have participated in Transfer services has stayed about the same over the years. When comparing numbers to the campus, Transfer is about the same as the campus except for African Americans 12.2% on campus and Transfers number was slightly higher at 17%. The only other difference that is shown is White students on campus is at 12.8% and Transfer 7%.
- Male participation continues to be low, while the female number have shown an increase which reflects the trend on campus.
- Transfer Services are mandated through Title V to increase number of students applying to transfer. In FA2018 SBVC students submitted 638 applications to CSUSB and 432 enrolled. In FA2019 763 applied and 403 enrolled. In-State schools such as Cal Baptist are seeing increased applications and enrollment particularly for their nursing program. Transfer staff believe that In-State Private number will continue to grow.
- Transfer has worked to find ways to increase participation in all events and services. Areas such as Career counseling as well as workshops and presentations have shown the most increase. Transfer was only able to conduct one field trip in 2018 -19 due to lack of funding. In 2017-18 six campus visits took place.

Progress from Last Year's Action Plan:

- Transfer worked with faculty to increase classroom presentations. Interest cards were developed to assess what services students needed from Transfer Services. Faculty were asked to give cards to the students and once they were filled out follow-up was done by Transfer Services. These cards are one of the tools we use to create a database.
- The campus programs agreed to partner with Transfer Services to give students credit for attending transfer events and we are able to follow-up with these student contacts regarding progress towards their educational and transfer goals
- Transfer continues to seek funding for transfer field trips so we can increase the number of visits to four year universities.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

1. Transfer application process and/or requirements by participating in a transfer activity.

98% of the students indicated on a survey that they had a better understanding of the transfer process after attending a workshop or counseling session. This year we had to be trained on the changes to the CSU application and requirements so that we can ensure that students will have the same or better experience. This SAO influences goal 1 as it relates to how prepared a student is to transfer. It is important that transfer readiness includes understanding what is required and understanding what is being asked on the application. We try to communicate how important it is to answer question correctly because it may impact your acceptance into the CSU.

2. Students will be able to articulate transfer goals and a plan to meet those goals as a result of meeting with a counselor and participating in a workshop or activity. Surveys and/or Pre and post test are used to assess this SAO. 83% of the students who received the test could articulate their transfer goals and have a plan to meet that goal. Transfer Center as a result of this test is planning targeted services to undecided students to increase the number of students who apply for transfer.

Departmental/Program Goals:

Goal #1 Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.

Goal# 2 Monitor and evaluate activities and services.

Goals#3 Enhance transfer culture and student awareness of their educational options beyond the community college while increasing the number of students, who apply to transfer to a four-year institution.

Challenges & Opportunities:

CHALLENGES

- A. With many new initiatives being implemented, from the new state funding formula where transfer is a key element a long with Guided pathways. These new initiatives create a greater need in the Transfer Services.
- B. The four-year admission requirements by program are changing constantly; therefore Counselors are challenged to stay on top of the most current, updated information and criteria and application requirements.
- C. As the impaction rate increases at four year institutions, we emphasize the need for students to have several transfer options. Selection criteria and impaction are making it more difficult for SBVC students to get admitted into their desired major. For the CSU’s AA-T and AAS-T are going to be heavily emphasized and students will need a 3.0 GPA to be competitive.
- D. The gaps of historically underrepresented students not transferring to four-year schools particularly African Americans are increasing and African American males are not percentage.

OPPORTUNITIES

- A. Increase the number of transfer fairs and universities representatives who attend the fairs.
- B. Increase the number of counseling hours to meet the needs of evening and weekend students.
- C. Expanded services such as Transfer 101 Conference.
- D. Tracking and assessing the number of students who are transfer ready and are ready to apply and are accepted yearly to the four year colleges and universities

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Develop strategies in partnership with campus programs that will address the gap in underrepresented students not transferring to four-year schools .	Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.	1. Generate database that identifies underrepresented students and facilitate a meeting with programs that target those students.	Meeting by Fall 2019 Conduct joint event Spring 2020
2. Conduct transfer related workshops, admissions and application	Enhance transfer culture and student awareness of their educational options	2. Space, funding for buses, staff to facilitate workshops /	On-going