

2019-20 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 one Transfer Day event with over 30 different college and university partners present
- Hosted 1 Campus tour to UC Davis
- 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 programingand campus transfer culture
- 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
- Develop stronger partnerships with categorical programs such as Promise, TRiO, EOPS/CARE/CalWorks, and International Student Programs

Evidentiary Documents

[Transfer Center- Action Plan - FY 2020-2021.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 2019-2020 year. Due to the impact of COVID-19 and campus moving to a remote operation, several of the Transfer Centers goals and tactics were impacted.

The first strategy, to increase high school and new student outreach on and off campus from several departments in a coordinated effort, was completed 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. This year we were unable to do outreach at the high school due to limited office support, the Transfer Center PSC was manage all in office support during the fall semester and in the spring 2020 semester no outreach was done. Due to Skyline's response to COVID-19 all PEP day events were moved online, at the time of this report a total of 1 online workshop was 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, 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. Just over 75 workshops were conducted for students, addressing UC, CSU, and general transfer information for the 2019-2020 academic year. Many workshops were done in collaboration with other campus programs (Learning Communities, Promise Scholars, and TRiO) as well as partner universities. We continued to collaborate with the Learning Center as they provided support on Personal Insight questions with

students, this proved effective for the application season. 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 offered is only down slightly from the 2019-2020 cycle, the over 120 hours of support through application workshops has increased student foot traffic. 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. 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 and application process. A change in the spring 2020 semester was that with remote work, connecting student with representatives became a challenge. Promoting appointments for representatives and figuring out how to connect students was a challenge as not every student or representative had the resources needed to conduct online services.

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 Skyline's 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. An internal listserv is used when needed, but are still not able to communicate to the broader student community. Social media platforms have been utilized for the 2019-2020 academic year, but will be in the coming year. Limitations with these platforms is that only a limited amount of current students follow the accounts. Timely and targeted outreach is something we hope that the incoming CRM will provide. At this time 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. With student information and interest in transfer more readily available programming could be designed around transfer benchmarks and marketing around our programming could be more precise.

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. The Transfer Center Faculty Coordinator has also provided regular training and support to the Promise Scholars Program attending team meetings, assisting with programming, and providing training around transfer. Additionally, the transfer center has worked collaboratively with instructors and counselors to provide classroom presentations, 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 instructional faculty. Due to bandwidth and staffing of the center, attending all division/departmental meetings has not yet occurred, but continues to be a goal. While we are working to collaborate more inter-departmentally, there is still room for growth in this area .

An area of achievement to highlight is the ongoing efforts and collaboration with Admissions and Records, which was a tactic that we identified would maintain transfer timelines. The efforts made by 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 has been an increase in the number of Associate Degrees for Transfer awarded compared to previous years. Additionally, with the loss A&R staffing the Transfer Center helped coordinate support for GE certifications, managing the workflow and review of certifications so that A&R staff could add them to student transcript requests. Currently, we are still discussing best practice in terms of informing students what certification is and how to request it to prevent the current issues that are happening.

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 modeled 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. While no active work has been done to engage the college in the Transfer Initiative this 2019-2020 review cycle there are considerations and tactics we would like to consider for future planning.

Strategy seven 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, if this information was shared with our team we could recognize the students publicly via social media and our website, and even a Skyline Shines; this would aid in the promotion of transfer culture.

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. With the move to work remotely for half of the spring 2020 and all of the summer 2020 semester we will need to coordinate online services to support students and the campus as a whole. 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 campus initiatives, state-initiatives, college initiatives, changes with university partners, and COVID-19 response efforts. 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 - FY 2020-2021.pdf](#)

[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 2019 semester involved changes to programming and to some internal operations. During the spring 2020 semester the Program Services Coordinator was on paternity leave a majority of the semester and only a part time replacement filled the position for 4 weeks, all programming responsibly landed on the Faculty lead. Additionally, the Transfer Center hired 3 student ambassadors to support programming through federal work study. While changes in staffing were made, programming was only slightly.

A programming change that was made, was the shortening of the 90-minute Transfer Seminar. The 90-minute seminar was offered multiple times a semester by a counselor and it reviewed all pertinent information a student needs to be familiar with regarding transfer. However, student feedback and lack of attendance allowed us to reconsider how we completed these seminars. The information provided is similar to that of the Transfer Conference that was eliminated in Fall 2018. To improve the seminar it is now being offered in classroom settings with a 60 minute presentation and activity, this allows for a classroom community to engage and for an additional faculty member to provide an additional level of support. It should be noted that with programming shifting remotely for the spring 2020 semester, some planned programming was cancelled, this included workshops, the Spring transfer fair, and the end of the year event.

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 CRM. As of Fall 2019 there are designated Meta Major counselors that work with students in each area, but not strong collaboration between counselors, the transfer center, and instructional faculty have begun. 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. The Transfer Center Faculty lead has been working with the Pathways Director in hopes of including transfer benchmarks in the current programming.

A significant change that will impact the Transfer Center for fall 2020 will be the implementation of online services only. All workshops were managed face-to-face and many shifts will have to be made in order to provide transfer support



services online such as: university representative appointments, Transfer Day, TAG, application workshops, etc. Training will also have to be done with student workers and office staff.

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

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 2018-2019 and what's available for the 2019-2020 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. The Program Learning outcome received some updates for the past academic year 2019-2020. One PSLO was made inactive and the other three were edited to better align with the college and with the California State Chancellors Office Transfer Expectations.

SLOS – COUN 104

This course was offered summer 2019 through the Transfer Academies coordinated by the TRiO and EOPS program. The Transfer Center faculty had no part in the programming.

Evidentiary Documents

[Transfer Center_ Assessment Unit Four Column.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 2019-2020 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 and Faculty Lead 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 2018-2019 application process and the Transfer Center addressed it by providing multiple workshops to support students that needed to complete supplemental applications, this practice was continued into the present year. 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 changes in programming that have influenced programming which include staffing changes, state-initiatives, college initiatives, and changes with university partners. 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

This year the Transfer Center assessed Critical Thinking. Our PSLO states Students who utilize the Transfer Center's services, events, and programs will demonstrate the ability to access, utilize, and integrate transfer information learned into their transfer planning. Based on the students surveyed for this academic year the following findings reflect that the Transfer Center continues to successfully support student access and understanding around transfer. As we move into the next academic year we would like to ensure that we try to capture more student data pre and post workshops. Please see four column report attached for summary.

Workshops:

Success Criterion *67% of students who attend Transfer Center Workshops and presentations will express the ability to access and utilize new transfer information learned into their transfer planning.*

88.5% of the 122 students who attended and completed the student survey reported that they are able to use the information learned in the workshop to access new transfer related information. Additionally, 91.8% reported that they felt better prepared to make decisions regarding their transfer to a four-year college or university. The survey has a pre/post component and prior to the workshop 57.3% of students reported confidence in their understanding of the topic and after the workshops, an average of 81.1% of students reported confidence in their level of understanding in the topic covered, a marked 23.8% increase. The number of students who were confident about their knowledge prior to the workshop was higher in the midrange, as 37 of them selected 3 as their level of confidence prior to the workshop. This helps us reflect on continuing to reach more students with less understanding of the topics if possible. The numbers above reflect students that selected agree or strongly agree in their evaluations with a score of 4 or 5.

Transfer Seminar:

Success Criterion *67% of students who attend the Transfer Seminar will demonstrate the ability to access and utilize new transfer information learned into their transfer planning.*

Overall, 125 students attended the Transfer Seminar, of that 54 students completed the evaluation. Results indicated that 85.1% of students who attended

the Transfer Seminar and completed a survey expressed the ability to access and utilize new transfer information learned into their transfer planning. Specifically, 87% of students indicated that the information learned at the seminar would help them work towards clarifying their transfer plans. The survey has a pre/post component and prior to the workshop 61.1% of students reported a high level of confidence (score of 4 or 5) and 27.7% indicated a fair level of confidence (score of 3) in their understanding of the topic and after the workshops. An average of 79.6% of students reported confidence in their level of understanding (score of 4 or 5) in the topic covered at the end of the Transfer Seminar, a marked increase.

Transfer Fair:

Success Criterion *67% of students who attend the Transfer Fair event will express the ability to access and utilize new transfer information learned into their transfer planning.*

This information is from 2018-2019. As no Spring 2020 fair was held due to Shelter in Place Orders

A total of 58 students completed the survey, while over 100 students attended the event (capturing student responses is difficult when event is in an open space). Of the 58 student respondents, 94.9% expressed the ability to access and utilize new transfer information learned into their transfer planning. Specifically, 96.6 % of students of 59 respondents report that the event increased their knowledge of what is needed to transfer and 89.8 % feel they are better prepared to make decisions regarding their transfer to a four year colleges and universities. Additionally, 88 % of students expressed that they can integrate the information from the event into their overall transfer planning.

Transfer Day:

Success Criterion *65% of students who attend the Transfer Day event will express the ability to access and utilize new transfer information learned into their transfer planning.*

A total of 72 students completed the survey, while over 125 students attended the event (capturing student responses is difficult when event is in an open space). Of the 72 student respondents, 86.1% expressed the ability to access and utilize new transfer information learned into their transfer planning. Specifically, 77.7 % of students of 72 respondents report that the event increased their knowledge of what is needed to transfer and 91.6 % feel they are better prepared to make decisions regarding their transfer to a four year colleges and universities. Additionally, 86.1 % of students expressed that they can integrate the information from the event into their overall transfer planning.



Evidentiary Documents

[Transfer Center_ Assessment Unit Four Column.pdf](#)

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.

Transfer Center- Action Plan: FY 2020- 2021

Goal: To be a leading Transfer Institution in the State, and work to close the transfer attainment gap among underrepresented student populations at Skyline College.

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
Strategy 1 Increase Transfer Outreach efforts through both on-campus and off-campus outreach from several departments in a coordinated effort	Strategy 1 Tactic 1 Increase High School/New Student Outreach through student and parent workshops/event s/ HS campus outreach (Phase: Connection/Entry)*	Strategic Goal: Campus SG#5 Strong and Effective Community Partnerships & SG#7 District: Strategic Goal 2 Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In	<ul style="list-style-type: none"> · Continue to collaborate with High School Liaison program counselors to provide transfer information · Continue work with Outreach Office to visit high school campuses · Collaborate with Outreach Office to coordinate transfer information sessions for visiting HS students and newly matriculated students. · Continue to participate in on-campus in-reach events (Vets resource fair, Career Events) 	<ul style="list-style-type: none"> · Staffing: OAll to support PSC and office while PSC does outreach: 5 year average: \$57, 462 + cost control/benefits: \$17, 238 · Transportation costs for outreach (mileage) · Funding for marketing materials/ mailing service to be able to complete successful

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
		San Mateo County	<ul style="list-style-type: none"> · Collaborate with Counseling Division · Participate in Meta Major Day, PEP Programs, and special summer programming led by categorical programs 	outreach, estimated: \$1,000 annually
	<p>Strategy 1 Tactic 2 Increase scope and reach of On-Campus/Matriculated Student Outreach to strengthen Skyline's Transfer Culture (Phase: Connection/Entry)*</p>	District: Strategic Goal 2 Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County	<ul style="list-style-type: none"> · Student Workers: <ul style="list-style-type: none"> o Table during peak hours around campus o Conduct classroom presentations · Transfer Boards are updated with program activity flyers and important deadlines · Host faculty and staff alma mater day each semester during Transfer Day and Transfer Fair events. · CSU Application Date campaign for Spring and Fall Application deadlines (GWMAIL/Social Media) · Increase scope and reach to evening and online students, through online counseling, online workshops, and regularly update website. 	<ul style="list-style-type: none"> · Funding for 3 Transfer Center Student Ambassadors- approximately \$35,000 annually · Funding to support Transfer Day/Fair events virtual offerings.

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			<ul style="list-style-type: none"> · Develop online transfer programming including: online webinars and workshops, online university bridge appointments, and online drop in transfer counseling. · Re-implement weekly Transfer highlights on college campuses and transfer center services · Re-implement monthly PowerPoint slide for instructors to alert students of upcoming workshops and events 	
Strategy 2 Provide students with transfer support workshops and events	Strategy 2 Tactic 1 Provide transfer related workshops and support	<u>Strategic Goal #1</u>	<i>Fall</i> <ul style="list-style-type: none"> · UC and CSU Application workshops; Drop-in for UC and CSU applications, Transfer Seminars, TAG workshops, Transfer Advocate Panels, etc. · Collaborate with the learning center and Instructional Faculty for Personal Insight Question workshops · Collaborate with Promise Scholars Program, TRIO, and Counseling Division to explore 	<ul style="list-style-type: none"> · Overall office supplies \$5000

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			<p>major related workshop and events</p> <ul style="list-style-type: none"> · COUN 652 promoted broadly to support transfer applicants and honors students with applications <p><i>Spring</i></p> <ul style="list-style-type: none"> · 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 <p>COUN 104 Understanding Transfer Course offered Summer 2019 through TRiO and not through the Transfer Center</p>	

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
	<p>Strategy 2 Tactic 2 Continue to build student communication and messaging around transfer pathways</p>	<p>.</p>	<ul style="list-style-type: none"> · Continued use of GWAMAIL and campus announcements · Collaboration with Meta Major houses and categorical programs, to align programming · Re-implement weekly Transfer highlights on college campuses and transfer center services · Continue to collaborate and vet ideas of Transfer Initiative Advisory Committee through divisions and campus-wide committees · Begin to collect student feedback through survey research · Develop a strategy to increase collection of qualitative data, through focus groups, interviews, and student narratives. 	
	<p>Strategy 2 Tactic 3 Provide transfer related events</p>		<p><i>Fall</i></p> <ul style="list-style-type: none"> · 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, 	<ul style="list-style-type: none"> · \$1000 For Transfer Seminars · Consultation and procure vendor solutions: \$ 8000 · \$2,000 for Spring Transfer Fair event · \$9,000 for College tours

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			attend division meetings, and Transfer campaign around campus leading up to Transfer Day · Transfer Campaign for National Transfer Week October 13-23, 2020 – transfer Advocate Panels, tabling, classroom presentations, social media campaign · Host Transfer Day with over 30 colleges. o Possible virtual Transfer Day <u>Spring</u> · 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, and university partners in line with Meta Majors	· \$1500 for transfer related events during Transfer Awareness Month · National Transfer Week: Marketing (\$1,000), Giveaways (\$200), Pizza/Ice Cream (\$500)
Strategy 3 Increase campus representation and student participation	Strategy 3 Tactic 1 Continue to develop relationships and schedule with	· Campus SG#5 Strong and Effective Community Partnerships	· Continue efforts to expand campus representation schedule on campus. Develop Transfer Center Ad in Spring schedule	· UC Davis Transfer Opportunity Program – approximately \$7,000

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
in meeting with campus representatives	campus representatives		<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Funds to provide small tokens of appreciation for representatives (ex: coffee/lunch) - \$400
	<p>Strategy 3 Tactic 2 Promote campus representatives as a resource both through tabling and 1x1 advising sessions</p>		<ul style="list-style-type: none"> · Continue promotion of transfer representative resource that includes bridge advising, workshops, and webinars. · Prioritize virtual programming through consultation with university partners. 	<ul style="list-style-type: none"> · Space for representatives. As the counseling division grows, the space for representatives has been utilized. · A large space to practice social distancing guidelines.
<p>Strategy 4 Utilize and develop technological tools that create efficiencies for students</p>	<p>Strategy 4 Tactic 1 Continue website updates and expand utilization of various forms of media for student communications (web chat, online advising, etc., social media) (Phase: Connection, Entry, Progress, Completion)*</p>	SG # 3 Technology & Facilities	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Collaboration with Media to record material & DRC to ensure material meets accessibility guidelines (\$10,000) · Partnering with MCPR to design outreach material in

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			<ul style="list-style-type: none"> · 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 	timely manner
	Strategy 4 Tactic 2 Develop online transfer services. (Phase: Connection, Entry, Progress, Completion)*	SG # 3 Technology & Facilities	Design online programming to support social distancing protocols while engaging students in transfer programming. <ul style="list-style-type: none"> · Design webinars to support Transfer workshops (Transfer Seminars, Application Support Workshops, UC Majors, etc) · Transfer Fair Vendors: explore online transfer fair modalities and execute online · Online Drop-In: Providing · Online TAG process and workshop · Virtual university partner appointments 	<ul style="list-style-type: none"> · Zoom or other webinar platform · Editing software · Online registration system for workshops (<i>example</i>) · Virtual Transfer Fair Vendors-estimated between \$2-8k

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
Strategy 5 Increase efforts of Multi-Disciplinary Staff Communication and Collaboration around Transfer	Strategy 5 Tactic 1 Increase training about key resources to staff in other disciplines/support service areas (Phase: Connection, Entry, Progress, Completion)*	SG #2	<ul style="list-style-type: none"> · 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 · UC training with UCD/UCSC/UCI regarding TAG · SJSU training · Provide transfer program and counseling consultation to special programs to ensure consistency in programming and support for all students 	<ul style="list-style-type: none"> · Professional Development - \$220 ETS for TCC & Coordinator, and \$200 CSU Conference for TCC, and PSC; Total = \$310 total

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
	<p>Strategy 5 Tactic 2 Continue collaboration with Admissions and Records to ensure that transfer logistics are managed in time sensitive manner.</p>	<p>.</p>	<ul style="list-style-type: none"> · Complete review and degree audit of AD-T's to ensure that degrees are completed by Spring 2021 · 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 	<ul style="list-style-type: none"> · 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
	<p>Strategy 5 Tactic 3 Increase cross-departmental and cross-divisional information sharing and exchange to build a campus-wide transfer culture (Phase: Connection, Entry, Progress, Completion)*</p>		<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · \$250 Alma Mater Day incentives · Transfer Advocate Program materials \$600 · Transfer Initiative Advisory Meeting \$500

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			<ul style="list-style-type: none"> · 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 	
Strategy 6 Engage College around Transfer Initiative		SG #1 & 2	<ul style="list-style-type: none"> · Promote students to self-report when they are going to transfer · Host an end of the year recognition event or integrate recognition into Graduation Ceremony – focus for social distancing protocols · Engage faculty to recognize transfer students they 	<ul style="list-style-type: none"> · \$5,500 recognition event (dinner w/ light refreshments)

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			have worked with and recognize them during the transfer achievement dinner. · Continue to collaborate and vet ideas of Transfer Initiative Advisory Committee through divisions and campus-wide committees · Continued push for Alma Mater Day and Transfer Awareness activities through the fall and spring semesters	
Strategy 7 Create opportunities to track and recognize students for transferring (Phase: Completion)			· 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	· Focus group- \$600 for incentives and to pay for student lunches · Alumni- \$500 incentives for students who participate as mentors

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			and track their progress.	

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

Transfer Center- Action Plan: FY 2020- 2021

Goal: To be a leading Transfer Institution in the State, and work to close the transfer attainment gap among underrepresented student populations at Skyline College.

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
Strategy 1 Increase Transfer Outreach efforts through both on-campus and off-campus outreach from several departments in a coordinated effort	Strategy 1 Tactic 1 Increase High School/New Student Outreach through student and parent workshops/event s/ HS campus outreach (Phase: Connection/Entry)*	Strategic Goal: Campus SG#5 Strong and Effective Community Partnerships & SG#7 District: Strategic Goal 2 Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County	<ul style="list-style-type: none"> · Continue to collaborate with High School Liaison program counselors to provide transfer information · Continue work with Outreach Office to visit high school campuses · Collaborate with Outreach Office to coordinate transfer information sessions for visiting HS students and newly matriculated students. · Continue to participate in on-campus in-reach events (Vets resource fair, Career Events) · Collaborate with Counseling Division 	<ul style="list-style-type: none"> · Staffing: OAll to support PSC and office while PSC does outreach: 5 year average: \$57, 462 + cost control/benefits: \$17, 238 · Transportation costs for outreach (mileage) · Funding for marketing materials/mailling service to be able to complete successful outreach, estimated:

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			<ul style="list-style-type: none"> · Participate in Meta Major Day, PEP Programs, and special summer programming led by categorical programs 	\$1,000 annually
	<p>Strategy 1 Tactic 2 Increase scope and reach of On-Campus/Matriculated Student Outreach to strengthen Skyline's Transfer Culture (Phase: Connection/Entry)*</p>	District: Strategic Goal 2 Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County	<ul style="list-style-type: none"> · Student Workers: <ul style="list-style-type: none"> o Table during peak hours around campus o Conduct classroom presentations · Transfer Boards are updated with program activity flyers and important deadlines · Host faculty and staff alma mater day each semester during Transfer Day and Transfer Fair events. · CSU Application Date campaign for Spring and Fall Application deadlines (GWMAIL/Social Media) · Increase scope and reach to evening and online students, through online counseling, online workshops, and regularly update website. · Develop online transfer programming 	<ul style="list-style-type: none"> · Funding for 3 Transfer Center Student Ambassadors- approximately \$35,000 annually · Funding to support Transfer Day/Fair events virtual offerings.

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			including: online webinars and workshops, online university bridge appointments, and online drop in transfer counseling. · Re-implement weekly Transfer highlights on college campuses and transfer center services · Re-implement monthly PowerPoint slide for instructors to alert students of upcoming workshops and events	
Strategy 2 Provide students with transfer support workshops and events	Strategy 2 Tactic 1 Provide transfer related workshops and support	<u>Strategic Goal #1</u>	<i>Fall</i> · UC and CSU Application workshops; Drop-in for UC and CSU applications, Transfer Seminars, TAG workshops, Transfer Advocate Panels, etc. · Collaborate with the learning center and Instructional Faculty for Personal Insight Question workshops · Collaborate with Promise Scholars Program, TRIO, and Counseling Division to explore	· Overall office supplies \$5000

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			<p>major related workshop and events</p> <ul style="list-style-type: none"> · COUN 652 promoted broadly to support transfer applicants and honors students with applications <p><i>Spring</i></p> <ul style="list-style-type: none"> · 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 <p>COUN 104 Understanding Transfer Course offered Summer 2019 through TRiO and not through the Transfer Center</p>	

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
	Strategy 2 Tactic 2 Continue to build student communication and messaging around transfer pathways	.	<ul style="list-style-type: none"> · Continued use of GWAMAIL and campus announcements · Collaboration with Meta Major houses and categorical programs, to align programming · Re-implement weekly Transfer highlights on college campuses and transfer center services · Continue to collaborate and vet ideas of Transfer Initiative Advisory Committee through divisions and campus-wide committees · Begin to collect student feedback through survey research · Develop a strategy to increase collection of qualitative data, through focus groups, interviews, and student narratives. 	
	Strategy 2 Tactic 3 Provide transfer related events		<i>Fall</i> <ul style="list-style-type: none"> · 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, 	<ul style="list-style-type: none"> · \$1000 For Transfer Seminars · Consultation and procure vendor solutions: \$ 8000 · \$2,000 for Spring Transfer Fair event · \$9,000 for College tours

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
			attend division meetings, and Transfer campaign around campus leading up to Transfer Day · Transfer Campaign for National Transfer Week October 13-23, 2020 – transfer Advocate Panels, tabling, classroom presentations, social media campaign · Host Transfer Day with over 30 colleges. o Possible virtual Transfer Day <u>Spring</u> · 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, and university partners in line with Meta Majors	· \$1500 for transfer related events during Transfer Awareness Month · National Transfer Week: Marketing (\$1,000), Giveaways (\$200), Pizza/Ice Cream (\$500)
Strategy 3 Increase campus representation and student participation	Strategy 3 Tactic 1 Continue to develop relationships and schedule with	· Campus SG#5 Strong and Effective Community Partnerships	· Continue efforts to expand campus representation schedule on campus. Develop Transfer Center Ad in Spring schedule	· UC Davis Transfer Opportunity Program – approximately \$7,000

<u>Strategy</u>	<u>Tactics</u>	<u>Campus/District SG</u>	<u>Timing/Related Activities</u>	<u>Resources Needed</u>
in meeting with campus representatives	campus representatives		<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Funds to provide small tokens of appreciation for representatives (ex: coffee/lunch) - \$400
	<p>Strategy 3 Tactic 2 Promote campus representatives as a resource both through tabling and 1x1 advising sessions</p>		<ul style="list-style-type: none"> · Continue promotion of transfer representative resource that includes bridge advising, workshops, and webinars. · Prioritize virtual programming through consultation with university partners. 	<ul style="list-style-type: none"> · Space for representatives. As the counseling division grows, the space for representatives has been utilized. · A large space to practice social distancing guidelines.
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Strategy 7 Create opportunities to track and recognize students for transferring (Phase: Completion)			· 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	· Focus group- \$600 for incentives and to pay for student lunches · Alumni- \$500 incentives for students who participate as mentors

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			and track their progress.	

Associated Objectives

1192-Provide students with transfer support workshops and events

1190-Create opportunities to track and recognize students for transferring

922-Create opportunities to track and recognize students for transferring

1211-Engage College around Transfer Initiative

921-Engage College around Transfer Initiative

1001-Increase campus representation and student participation in meeting with campus representatives

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

1193-Increase campus representation and student participation in meeting with campus representatives

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

1210-Increase efforts of Multi-Disciplinary Staff Communication and Collaboration around Transfer –

913-Increase Transfer Outreach efforts

1191-Increase Transfer Outreach efforts through both on-campus and off-campus outreach from several departments in a coordinated effort

915-Provide students with transfer support workshops and events

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

1206-Utilize and develop technological tools that create efficiencies for students

Enhanced Budget with Objectives and Tasks

Transfer Center Enhanced Budget with Objectives and Tasks