# STATE OF TRANSFER ACADEMIC ADVISING

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In Partnership with Academic Advisors from the 6 Colleges, Retention and Admissions
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# Executive Summary

This report focuses on the current state transfer academic advising at Cal Poly, including navigating curriculum and being successful in the classroom. The report is not to discredit the work that has already occurred and is actively happening, rather the aim is to drive and further the progress of becoming a Transfer-Friendly University with evidence-based needs and institutional short comings recorded from external reviewers, staff, and transfer students. In spring 2022, Casey Self and Chrissy Davis Jones from NACADA conducted an Academic Advising Program Review and found that "the transfer student experience has improved; however, the transfer student experience is inconsistent, especially between colleges. Colleges want to own transfer experience along with the transfer center, but they don't currently have the capacity to make transfer students a priority."

The Transfer Center Assistant Director and the transfer academic onboarding group are eager to hear of the desire by the university to create a transfer friendly campus. Currently, neither the single Transfer Center professional staff nor the transfer academic onboarding group have the capacity to further or deepen transfer student academic support on their own. Greater capacity, in regards to funding and staff capacity are needed to create an equitable transfer advising experience compared to the first year first time academic advising experience and taking into consideration specific transfer needs.

The NACADA Review noted that the Mustang Success Center (MSC)'s focus on first year student advising experiences is one of the strengths of Cal Poly's academic advising. A key step is to work towards providing the transfer adapted academic advising support to match and align with that provided to incoming freshmen. This report outlines what is offered by the MSC and if that is or is not currently provided to incoming transfers.

The transfer onboarding group based on the NACADA review, current research, and feedback and assessment of the transfer student experience have created a list of ways in which the academic advising community can better support transfer students and align with what is offered to freshman. The biggest limitation is the ability and capacity to put these ideas into action. This report shares a long-term sustainable infrastructure as well as short term goals and benchmarks to achieve.

The holistic student experience must be considered when striving to create a sense of belonging in and out of classroom support for transfer students. There should be a second report created on the overall state of transfer because the transfer onboarding group and transfer students have also identified numerous barriers to their academic and personal success at Cal Poly that also impact the ways in which transfer experience and navigate advising; however, for this report we are not focusing on those areas.

# Background Context

For years, the Transfer Conversations Workgroup, an informal team comprised of staff and faculty, had advocated for a transfer center. In early 2019, the Association of Transfer Students wrote a letter requesting that Cal Poly establish a transfer center. Specifically, that a transfer center "would serve not only to provide current and future transfers with support from the university faculty [and staff], but it would also further cultivate a culture of celebrating transfer students for the valuable, unique diversity we bring to the Cal Poly campus."

## Transfer Center

In 2020, the Transfer Center was launched with GI 2025 funds. Along with academic advisors, the assistant director for the Transfer Center (hired in February 2020) advocated to provide an equitable experience for all transfers at Cal Poly. They developed three foundational goals for the transfer center: developing community, sharing and providing resources, and advocating for transfers. All these goals strive to ensure that current transfer students are provided with holistic, dedicated support.

With one full-time staff member and a team of student assistants, they have created and offered a multitude of student programs and community building opportunities (read more in their annual reports). In addition, the assistant director of the center offers transfer inclusive campus-wide training; and supports colleges, admissions, and the office of the registrar in developing transfer inclusive curriculum through Associate Degree for Transfers (ADTs). Yet, the assistant director has identified and been asked to provide more support. The capacity to serve thousands of transfer students fully and effectively while concurrently supporting and addressing vast institutional transfer needs cannot be met with one person.

## Onboarding Group Team and Transfer Center Staff

The transfer academic onboarding group was created in 2022 out of the Collaborative Advising for Student Success (CASS) Council. CASS Council tasked the group to focus on transfer academic onboarding, transfer advising information for new students, and transfer events with an advising focus. In addition, CASS Council requested the transfer center efforts focus on continued discussion with advisors to offer cohesive transfer support within colleges, facilitate transfer community building, and teach transfer registration tools.

The transfer academic onboarding group, chaired by the Transfer Center assistant director, is composed of an advisor from each academic college and colleagues from admissions and retention. The team meets biweekly and participated in a six-hour retreat to continue the momentum of meeting transfer students' needs. The group has created new websites, centralized resources, hosted events, and began to create a cohesive transfer academic advising onboarding experience. The onboarding group's commitment has created positive changes for the transfer population at Cal Poly. However, the members are limited in their capacity to address transfer student needs, both because of the structure of academic advising and because of work capacity limitations. Many of the academic advisors do not have job descriptions that specifically include providing support for transfer students.

## Provost Priorities 2022 – 2023

For the academic year of 2022 - 2023, the provost shared the top three priorities for Cal Poly to guide the work in Academic Affairs: **Teach-Scholar Model; Diversity, Equity and Inclusion; and being a Transfer Friendly University.** (Appendix A outlines the priorities)

To discuss being a transfer friendly campus cannot be separated from centering and focusing on diversity, equity and inclusion. Our transfer population is more racially diverse than freshmen (for

the incoming fall 2021 cohort, 37% of transfers students identified as a underrepresented minority compared to 22.5% of first-time freshmen - data from Institutional Research). Additionally, 29% of the incoming fall 2021 transfers are first generation compared to 11% of first-time freshmen (data from Institutional Research). Further, 80% of Cal Poly's students with dependents are transfers and more than half of undocumented students are transfers (learn more about the [transfer population](#)). These are some of the many demographics about Cal Poly transfers that highlight the importance of centering diversity, equity, and inclusion work within the work of creating a Transfer-Friendly University.

## NACADA Advising Review

In May 2022, The Global Community for Academic Advising (NACADA) consultants, Casey Self and Chrissy Davis Jones, conducted an Academic Advising Program Review spending two days on campus meeting with advising staff and students. They created a 42-page report (contact Beth Merritt Miller for a copy of the full report) that included strengths, challenges, and recommendations for areas of focus. Though all aspects of the report impact transfers since transfers utilize academic advising; transfers were specifically mentioned and highlighted in subsections of each part of the report. Appendix C highlights the specific challenges Cal Poly struggles with in the support and curation of an environment for transfer students. A key recommendation to aid in this challenge is a transfer student experience that aligns closely with the freshman experience.

## Cal Poly Transfer Experience Research

Three students submitted their senior project on transfers called, *A Look at Transfer Student Resources and Cal Poly* (Garcia, Navarrete, and Molina, Spring 2018). The students interviewed 23 current transfer students at Cal Poly and provided the responses to the 16 questions used in the interview.  From their study, they found that transfer students were challenged both socially and academically. They also found that students were willing "to continue to sacrifice social capital at Cal Poly for the sake of academic capital (p. 15)". Almost half of the students they interviewed struggled socially, and 30% regretted choosing Cal Poly.  Even though they struggled socially and academically, they stuck with it because of the school's reputation.

Kevin Grant, Director of Student Affairs Assessment and Research, conducted focus groups with transfer students in 2019.  The discussion topics primarily focused on Open House, SLO Days, and WOW transfer experiences. However, some overarching themes emerged including more resources needed for class registration, more inclusive language, and more intentionality in educating and communicating with transfer students. feedback and informal conversations with transfer students, a proposal was submitted to the Graduation Initiative 2025 (GI 2025) leadership team and Cal Poly Transfer Center.

In winter 2023, transfer senior Hayley Fletcher wrote her Sociology senior project on the transfer advising experience. She collected data from 186 current transfer students or 10.35% of the transfer population.  She had three key findings. Transfer students need more information from academic advising. Over 1/3 of students stated they do not know what academic advising provides. In

some colleges, almost half of the students did not know the difference between faculty and academic advisors. Transfer students would like to receive information from and about academic advising through emails. Transfer students want to be connected to their transfer specific academic advisor sooner in the summer and to have access to day of advising appointments.

# Supporting Students Navigating Our Campus and Curriculum

There are three widely used frameworks in the research to create a transfer friendly university – transfer receptive culture, transfer affirming culture, and transfer student receptive ecosystems – that can be utilized to provide structure for taking action to become a more transfer friendly university. (See Appendix B for definitions of these frameworks). A transfer-friendly university includes, the "opportunity to be strategic and intentional in the ways in which we help our students to navigate the campus and curriculum, be successful in and outside of the classroom, and truly have a sense of belonging. (Provost's email to campus on 10.10.22, full email in Appendix A)" When transfer students cannot obtain necessary information or feel that they are being ignored they can feel devalued by the institution and begin to question where they might fit in at Cal Poly. Academic advising models are the main structures Cal Poly utilizes to support students in navigating the curriculum. Without proper advising, students cannot be successful in the classroom and may end up taking courses in an order that does not allow for a timely graduation.

Transfers have conveyed that freshmen often get much more academic support than transfer students, thus, curating an equity issue among students. Cal Poly, at a minimum, should provide the same academic advising support to transfers as incoming freshmen. The NACADA review noted that "Colleges want to own transfer experience along with the transfer center, but they don't currently have the capacity to make transfer students a priority". "The current student experience is not only inhibiting what students report as confusing and frustrating at times, but it could also impact the overall reputation of Cal Poly within the system. The staff who are trying to assist transfer students are also negatively impacted by the lack of resources, and at times, are experiencing the negative effects of student frustration directly. This recommendation is related to the University's strategic goal 3B." (NACADA Review)

## Current Transfer Advising & Academic Support

Cal Poly's current 2-year transfer graduation rate (excludes 5-year programs) for transfers is 36.5% and the 2025 goal is 45%. The CSU Student Success Dashboard reads "San Luis Obispo has made limited progress towards its 2025 goal that 45% of all transfer students will graduate within 2 years" (https://csusuccess.dashboards.calstate.edu/public/gi-goal-trajectories). The main reason for this is the curriculum, especially within the College of Engineering, cannot be completed within 2 years.   Though advising alone will not solve this goal; having available advising, transfer flowcharts, training departments to support transfers, and successful support in the first year can help.

The NACADA Review noted the MSC has one of Cal Poly's advising strengths noting the "positive, proactive advising model…creating a common student experience… [and] the liaisons from the MSC to the colleges." The transfer student experience is one of the challenges highlighted within

the NACADA Review. There is not a current model, or base-line level of academic support provided to new transfers. Transfers receive academic advising from their college advising centers. The Transfer Center supports current transfer students, whereas admissions support prospective transfers and admissions and orientation support incoming transfers.

A first step to take is learning from what is working well with the Mustang Success Center (MSC) and how that could be modified and implemented for transfers. Appendix D compares the services provided to first time freshmen with those of first-time transfers. There are 11 areas of support provided by the MSC that do not have an equivalent and/or equitable transfer support, it is clear that there is work to be done.

Cal Poly must create equal prioritization for freshmen and transfer students to get into classes. Freshmen receive a block schedule with 12 to 16 units for fall quarter. Though there are seats reserved for transfer students, there are not enough seats reserved and many transfer students have under 12 units after first round registration (over 220 of the 850 incoming transfers in 2022 had under 12 units after first round registration). Even after the first week of classes, many transfers were on waitlists and not getting into critical sequence classes.

## Steps to Achieve a Baseline Transfer Academic Advising Support Model

The transfer onboarding group created a list of ways in which the academic advising community can better support transfer students and align with what is offered to freshman (Appendix E).  The current biggest limitation is funding and the staff capacity (both within the Transfer Center and within the college advising centers) to put these ideas into action. Here are the top 4 steps to take to achieve a baseline transfer academic advising support model:

1. Create staffing within the Transfer Center to support centralized transfer academic experiences and create a universal transfer advising experience. The Transfer Center is the central hub for academic support resources and then the college specific advising is done within the colleges. Currently there is one full time staff member in the Transfer Center. The long-term goal would be to have at least three staff:
   - The Transfer Success Center Assistant Director (with time this should become a Director to match the Director level positions within the MSC and college advising centers) would support campus wide transfer initiatives, ADTs, academic advising, and more.
   - The Transfer Center Coordinator would run the Transfer Center.
   - Transfer Success Coordinator would focus on academic supports, Transfer Academic Success Program, and future growth opportunities for transfer academic success.
2. Create at least one position within each college advising center dedicated to supporting transfer students with a focus on incoming transfers.
   - The NACADA review noted that the advising centers are understaffed and have too high of a student to staff ratio (the national standard is 300 to 350). The current advisor/advisee ratios within the colleges are: CAED 670:1, CAFES advisors assigned by

major thus the range is 300:1 to 800:1, CENG 550:1, CLA 690:1, CSM 500:1 (these advisors also provide public health advising for the whole campus), OCOB 300:1 when including their peer advising model. Unless significant changes are made to current staff expectations to make room for these initiatives; it will be necessary to aspire to having at least one new position added to each advising center. If positions are not added, the following changes should still be made to an existing position description to allow it to focus on transfers.

- Appendix F includes what should be within each colleges position description to insure a similar support of services no matter what college you are in. It is noted in the NACADA review that students and staff acknowledge that your major determines the level of support you get and that should not be the case. The title of these advisors must include transfers to call out and recognize the transfer students are important and central to Cal Poly.

3. Funding to support the transfer academic advising support needs. Including but not limited to:
   - Hosting events and workshops geared towards transfers navigating the curriculum and academics. These events would be open to all incoming transfers and have support for college specific content as needed.
   - A Transfer Academic Success Program graduate assistant ($20/hr to be competitive with other highly selective GA positions) for 20/hr per week year round.
   - A graphic design student assistant that works year round to support Transfer Center graphic design work and the needs of the transfer academic onboarding group.
   - Ongoing professional development and learning for the transfer advising group to continue their learning and growth around skills for being transfer-friendly. This could look like funding to purchase books for a book circle, attending a virtual webinar, or visiting campuses within the CSU and UC system who are excelling in supporting transfers.

4. Physical space so that the Transfer Center becomes a physical hub for transfer support. The Transfer Center should have smaller offices attached to it that are private and could host rotating academic advisors to provide drop-in support for transfers. The space should be big enough to host events like the registration workshops and larger scale transfer programing.

## Short Term Steps to Take While Working to Implement the Above Goals:

Shifting staff capacity (some of which is related to funding and others is related to prioritization), short term funding, and adjustment of advising approaches are the three central areas of focus. Key focus areas for adjusting and increasing staff capacity include adjusting transfer support advisors to be able to focus on transfer initiatives and advising, website editing abilities and time, and hosting workshops. Adjusting the approach to advising and academic support for transfers across all colleges includes modifying mission statements and job descriptions and prioritizing incoming

transfers for advising appointments, with course offerings, and articulation support. Funding allows for hiring a temporary staff member for the Transfer Center.

Appendix G provides an in-depth table that outline the needs and steps to be taken for each of these areas.

## Steps to a Proactive Advising Transfer Model

The NACADA review noted that "the advisor to student ratios is inconsistent across campus, and some caseloads are not appropriate. The desire to move Cal Poly towards a proactive advising model, the university needs to add advising positions to support a ratio of no more than 300-350 students assigned to one professional advisor" (p. 17).

- The creation of transfer bridge programs and a transfer onboarding curriculum (be that a 0- or 1-unit course or combining content within intro courses for various majors).
- Orientation experience that is transfer specific and focuses on academic support for transfers to be successful in their first quarter at Cal Poly.
- Assess dedicated roles within the Office of the Registrar and Admissions to support transfers to the same extent we focus on freshman.
- Increased focus on partnerships and collaborations with the CA community colleges. This would primarily be run through Strategic Enrollment Management since they have admissions and the office of the registrar among their staff.
- Transfer students having a specific role on all college student advising boards, and department advisory boards to allow for their input to be a part of decisions made for advising offerings on campus.

# Appendix A

Excerpt from Cal Poly Provost Dr. Cynthia Elmore Jacksons' email to campus on October 10, 2022.

<u>Diversity, Equity, and Inclusion</u>

The work of Diversity, Equity, and Inclusion is not limited to one division, one office, or one person in a department or college. Over the last few years, our colleges and administrative units in Academic Affairs have worked on diversity action plans specific to their fields, communities, and work. I hope that we can all continue to incorporate diversity, equity, and inclusion principles into the ways that we learn and work together. Building an inclusive campus climate is and always will be a top priority for our university and it is crucial that we maintain an inclusive learning environment. Additionally, we must continue to create and maintain a culture of accessibility in our learning spaces and materials.

The focus on Learn by Doing and Ready Day One, coupled with recognizing the necessity of intentionality to Diversity, Equity, and Inclusion are bedrocks on which we can build and continue to be a vibrant educational community.

<u>Transfer Friendly</u>

We must continue our work to support transfer students and enhance their opportunities for access to a Cal Poly education and success in their academic careers here. We have an opportunity to be strategic and intentional in the ways in which we help our students to navigate the campus and curriculum, be successful in and outside of the classroom, and truly have a sense of belonging. What can we do to align the curriculum so that students are able to achieve their degrees regardless of their entry point to the university?

While the semester conversion provides us with an opportunity to look for areas where we can remove administrative and curricular barriers to transfer success, we can and should take action and make changes well before Fall 2026 and continue to be intentional thereafter to ensure transfer student success.

## Appendix B

The leading three concepts in research for defining transfer-friendly approaches for universities to adapt.

"Transfer receptive culture: An institutional commitment by a university to support community college students to transfer successfully – that is, to, navigate the community, take appropriate coursework, apply, enroll, and successfully earn a baccalaureate degree in a timely manner. A transfer receptive culture is grounded in critical race theory in education centering the experiences of race and racism in the vertical transfer process." (p. 26 of the *Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture*).

"Transfer affirming culture: An institutional commitment by community colleges and universities to provide the necessary resources to transfer and earn a baccalaureate degree." (p. 45 of the *Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture*).

"Transfer student receptive ecosystem: A campus-wide approach that assures a transfer friendly culture through advising, curriculum, career and student services, alumni relations, and faculty" (p. 45 of the *Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture*).

# Appendix C

Excerpt from the NACADA Academic Advising Program Review report.

<u>Strengths</u>

One of the strengths shared in the report is the Mustang Success Center's (MSC) focus on first year student advising experiences.

"The implementation of a Transfer Center was also praised by many voices across campus. It was recognized that helping transfer students into the Cal Poly campus is an area of improvement needed, and this new service is a strong beginning. It was noted that the CASS group focuses on the transfer student experience once a month, but there is also a need for more systemic approaches for improvements needed for this student group."

<u>Challenges</u>

One of the challenges shared in the report is the transfer student experience.

"The transfer student experience has improved but overall, the transfer student experience is still inconsistent, especially between colleges. Colleges want to own transfer experience along with the transfer center, but they don't currently have the capacity to make transfer students a priority. If Cal Poly considers a first year seminar, it may be beneficial to consider a transfer student seminar course experience. One concern identified by students and advisors was the lack of transfer student flowcharts for majors.

Students and advisors both acknowledged that student access in general (but especially transfer students) to academic advisors in some colleges is very limited, especially during certain times of the year. Some colleges have long wait times for students to access appointments."

<u>Recommendations</u>

One of the recommendations in the NACADA report is to create an ideal transfer student experience.

"Cal Poly should conduct a complete review of the transfer student experience as students apply, enter, move through, and exit the institution. This review needs to be completely through the student's perspective and their view of their overall experience. The University could conduct this review using objective internal administrators and faculty/staff or may seek outside assistance from national resources such as the John N. Gardner Institute, AACRAO, or others who help institutions focus on the overall student experience.

The current student experience is not only inhibiting what students report as confusing and frustrating at times, but it could also impact the overall reputation of Cal Poly within the system. The staff who are trying to assist transfer students are also negatively impacted by the lack of resources, and at times, are experiencing the negative effects of student frustration directly. This recommendation is related to the University's strategic goal 3B."

# Appendix D

This table compares what is offered to first-time, first-year students by the Mustang Success Center and if there is something offered to transfers.

| First-time, First-year Students | Transfer Students |
|---|---|
| The Mustang Success Center has a [clear mission statement](). | Many of the college advising centers do not have missions or goals that specifically name supporting transfers or providing the resources to transfers. |
| Mustang Success Center has clear learning outcomes that include how to utilize registration tools. | Since the tools are reviewed with freshmen in the MSC, formal support is not offered in the colleges for transfer students. In the last two years, the Office of the Registrar has taught these tools during SLO Days and WOW; however, they do not provide the ongoing support and resources for transfers that is similarly offered by the MSC. |
| All freshmen have access to a four-year flowchart for their major. | Most majors at Cal Poly do not have transfer flowcharts. This continues to be a problem for admitted transfers to feel confident in knowing how long it would take them to graduate. Recently, admissions is reporting that students are opting to not attend Cal Poly because they do not know how long it will take them to graduate. Without a flowchart, transfers are unable to be self-reliant in planning for registration and have to work with advisors who are often hard to get appointments with. |
| Change of Major workshops for students starting at Cal Poly as freshmen. | Change of Major workshops do not include information for transfer students. In addition, there are some majors that exclude transfers (i.e. Kine/Public Health policy "students with 100 or more units are not eligible to apply"). |
| Registration Tools focused on the freshman experience, specifically Degree Planner. | Degree Planner does not serve transfers, yet students are still told they have to use it. The Office of the Registrar has acknowledged that since it is built on a freshman 4-year flowchart it does not work for transfers. |
| The MSC provides freshman class registration workshops which "covers how to navigate the registration process at Cal Poly. From | Only CENG offers similar workshops for transfers that are engineering specific. Some colleges or majors have an onboarding course for transfers; |

| | |
|---|---|
| dates and deadlines, to navigating the systems, and figuring out what you have credit for and what to register for." | however, the content covered is not unified across majors or colleges. |
| The MSC websites include FAQ's, information about the first-year transition, and success quick links. | Transfer students do not have a similar website specifically to address their unique needs and circumstances. Some colleges have information outlined on their websites but it is not united across all six colleges and some of the websites are challenging to find. |
| The MSC offers same day advising appointments that are available via zoom or in person. | The only college with same day drop-in advising with a professional staff who has been trained on transfer support is the College of Engineering, College of Liberal Arts and Orfalea College of Business. None of the colleges have specific same day-drop in advising held just for first year transfers. |
| The MSC creates comprehensive marketing (both virtual and printed) that aligns with workshops they provide during orientation and throughout the academic year. | This is something that colleges can do, and the Transfer Center has started to tackle but many colleges cannot edit their own websites and there is not a designated person to create graphics. |
| The MSC facilitates workshops during SLO Days and Week of Welcome, coordinates events and messaging with admissions during the yield period and provides marketing and outreach that aligns with their mission to support the academic onboarding of freshman. | The onboarding group worked to start to establish a baseline of communication for incoming transfers; however, this was an addition to everyone's job. Currently, there is no staffing or infrastructure to create and maintain the needed baseline efforts to properly onboard transfers. This includes, but is not limited to, having time and capacity to meet to draft transfer friendly content and work to streamline processes across the 6 colleges, website editing, graphic design work, ongoing communication between the colleges and admissions, creating workshop content, and capacity to host and facilitate events. |
| The MSC offers Freshman Success Program (FSP) for freshman on academic probation after their first or second quarter at Cal Poly. | The Transfer Academic Success Program (TASP) was piloted in 2021 – 2022 academic year; however, it is being run by a graduate assistant who is funded out of a grant from the CSU. |

# Appendix E

**Transfer Onboarding Group Retreats October 2022 Minutes**

**Website editing**

- Want a training on ADA website pieces
- Need or don't have full support – CSM, CAED, CAFES, OCOB

Monthly Stick Note Activity

**Monthly sheets with items to cover or introduce**

- **April**
    - Housing on and off campus
    - How to read your financial aid package
    - Overview of when and how you will be engaging with your advisor
    - AP scores and transcripts
- **May**
    - Parking and buss pass info
    - Childcare process and waitlist
        - Include how to apply for priority registration
    - Explain how we will be communicating with them
    - Transcripts
        - Why we need them now
        - What happens when/once you submit them
    - Who to contact when and how
        - I.e. advising, registrar etc
        - Think of the graphic timeline we made, include a where to go at those various steps for more info
    - DRC
        - What it is
        - How to get support
        - Talk about what happens for Aug registration
- **June**
    - Jobs and work study and how to find them
    - Share that this is the goal to get your transcripts in by now
    - Applying for priority registration
    - Cal Poly terminology
- **July**
    - How financial aid is dispersed and when the payment is due
        - Help them understand this pre-SLO days so they aren't asking us these questions during their advising time
    - Brief overview of the quarter pacing and how to not overload your credits etc
    - Portal and how to use it
        - Show the tabs etc
        - Make this live on the 15th for when they have access

- o Outreach about SLO days and why this is important
- **August**
  - o Course subs
  - o Post SLO days
    - ▪ Upper division course transition
    - ▪ Transition to the quarter system
    - ▪ Remind about the parking system and waitlist
    - ▪ Share they are set to be on a 3 year grad rate plan
    - ▪ How to add and drop classes
      - How to do it?
      - What about number of units to consider (think about grad time and financial aid)
      - What if they can't get in to see an advisor before the deadline?
- **September**
  - o Career fair and career info
  - o Campus in person resource fair
  - o Campus tours
  - o Waitlist
  - o Crashing classes
- **October**
  - o Explain the finals schedule
  - o Review registration process and tools
  - o Share about what academic probation is
- **November**
- **December**
- **January**
  - o Career fair and internship support
- **February**
- **March**
- **Post year 1 transfer support notes**
- Events for preparing to go into jobs, both in spring and fall (think pre commencement)
- Normalize it's ok to be here more than 2 years
  - o How to combat the stigma of 3 years?
  - o Think about addressing this along with issues related to imposter syndrome

Brainstorm for Incoming Transfers
- **What do they need pre-registration in August**
  - o Tools
    - ▪ Degree planner?
    - ▪ Schedule builder
    - ▪ Class search
    - ▪ Catalog

- Enrollment calendar
- DPR
- Polyprofile
- Higher ed test
- Test credit details
- Enrollment shopping cart/student center
- Portal and tabs
- Holds and to do list
- Flowchart
- Curriculum sheet
- Registrar website
  - Waitlists
  - Permission numbers
- SLO Days
  - What it is
  - Why
- When to register
- Who is your advisor
  - How to talk to them
- USCP & GWR info
- **What do they need from registration until the add/drop deadline**
  - Canvas info
  - Important dates and deadlines
  - Policies and processes and forms
    - Add/drop
    - CR/NC
    - Withdrawal
  - Tutoring/academic resources
  - Crashing classes
  - Permission numbers
  - Academic progress gauge/EGT
  - Winter registration dates
  - GPA calculator/understanding GPA distinction (CPSLO, Quarter, Cumulative)
  - DP
  - What is a syllabus
  - Informal time off
  - TTO's
  - Planning calendar
  - Who gets priority registration in the future
    - DRC
    - Vets

- Students with dependents

**Trainings/Updates Meetings We Need**

- Create and Update an FAQ aspect of the website (include how who you contact may vary as time goes on)
- Who sends out messaging and when?
- Talk w/all evaluators
  - What CENG does for course subs?
- Overview of financial aid process and deadlines
- Time to learn about admissions timeline and process
- Understanding what WOW leaders are being trained on
- What's being covered (and how) by Office of the Registrar both via email and presentations
  - Can advisors have input on presentation content and way of delivery
- Transfer housing – what's offered etc
- List of admissions messaging that goes out

**Admissions Notes/questions**

- Archive of emails/a place students can read all emails that have been sent out?
- Email emails ending in .edu so they know they may not get access after they graduate
- Specific after 4 years AP tests take longer
- What communicated by y'all about SLO Days?
- How portal tab info flows out to accepted students – what is available when? Where do various tasks point to?
  - Can we have a test student view?
- Can advisors please be able to email students who are transfers after SLO Days?
  - How can we get a group together to address this?
- The admissions survey that goes out after May 1
  - What is on this for transfers?
  - Can we add more?
- Bring Annie Keith to meeting to understand all things outreach?

Questions

- DRC, what do they do for incoming students?
- What messaging goes out about the 3 year grad rate?
- What happens if they don't register for SLO Days?
  - What messaging is sent out and when
  - How do they get advising info?
- Transfer credit by exam
  - How is this shared?
- Why is it green in the waitlist – can it be a different color? This is confusing transfers

# Appendix F

The follow are the components that should be included within every college's transfer specific advisor job description and expectations:

- Serve on weekly transfer advising meeting (a higher and more formal structure with an advising focus) and bring topics back to their college advising team.
    - *This is inspired by the success of the MSC liaison noted in the NACADA*
- Work with articulation officer(s) to identity holes in articulation and work to increase articulations.
- Have accessible "day of" drop-in support for transfers with an emphasis on first-year transfers.
    - *This aligns with the MSC advising access given to freshman.*
- Ability to edit and update transfer college specific websites.
    - *This aligns with the MSC and Transfer Center structure.*
- Supports facilitating workshops for incoming transfers on registration related during SLO Days, WOW, and winter and spring registration.
    - *This allows us to match the offerings provided by the MSC to transfers.*
- Support transfer academic support outreach efforts.
    - *This allows this transfer specific staff member to support the other components outlined in the Provost's Transfer Friendly priority description.*
- Serve on the college's curriculum review committee to make sure changes to the curriculum are not hindering transfer student success.
    - *This aligns with the Provost's Transfer-Friendly priority description.*
- Support TASP students (first-year transfers on academic probation) by offering and prioritizing meeting with these students within the first three weeks of the quarter.
    - *This aligns with the components of FSP offered by the MSC and the research on transfer academic support.*

# Appendix G

| Need/Area Addressed | Steps to be taken |
|---|---|
| **Short term funding for staffing** | |
| Create capacity for Transfer Center Assistant Director to take point on guiding, implementing, and providing leadership for transfer academic advising support. | There has to be a staff whose focus is to coordinate efforts across academic affairs, support the centralization of topics and resources that apply to transfers, and work on ADT's, transfer friendly curriculum, community college efforts, etc. Some of this person's role would mirror that of the MSC Director and Assistant Directors who provide leadership for the freshman advising experience. This staff would have capacity to do the following no exhaustive list: create website content, work with campus partners to address questions and trainings, liaison between academic advising, oversee the creation of registration workshops, and other areas of campus, and take the lead on creating a transfer academic advising plan for first-year transfers.<br><br>Funding is needed for an emergency hire position to run the Transfer Center while work is done to create a full time SSP II position. |
| **Adjusting staff capacity (some of which is related to funding and others is related to prioritization)** | |
| Provost and Deans explicitly stating that transfers access to academic advising and curricular support is a priority. | By having this expressed, this puts the pressure on CASS and Associate Deans to adjust their staffs schedules in order to be able to serve transfers and address the above gaps in transfer support in order for us to work towards becoming a Transfer-Friendly University.<br><br>This includes but is not limited to staff being able to block off time during the work day to support transfer initiatives, and meet with new and current transfer students. This also sets the standard for budget and staffing adjustments to allow for equal prioritization of incoming transfer support to align with that offered to freshman. Finally, this puts the call on CASS to come together (utilizing the NACADA review) to determine needs and working groups to create systemic infrastructure to support transfers. |

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| Ability to create, edit and update college specific transfer websites | 1. Provide editing and publishing ability to all college advisors within each college.<br>2. Offer and create capacity for transfer onboarding group members to attend trainings on website editing, marketing brand standards, website ADA accessibility standards.<br>3. Create capacity in the schedule and a culture that sees the importance of the transfer onboarding group advisor from each working on creating and updating website content that is college specific and supporting creating content for all transfers. |
| Create and pilot transfer registration workshops | Form a working group with members from the advising community (does not need to be transfer onboarding group members) to determine how these workshops could look, what should be included, and pilot them. Work with CASS to determine the equitable way for colleges to support implementing these workshops until a transfer staff position is create and can have this in their job title. |
| Adjusting the approach to advising and academic support for transfers across all colleges. ||
| Modify college advising centers missions to include and name transfers | Many of the college advising centers do not have missions or goals that specifically name supporting transfers or providing the above type of resources to transfers. Without having this as central to their approach, transfers will often get left out or receive less support. |
| Accessible transfer drop-ins or day of appointments with academic advisors. | 1. At a minimum, offer 1hr a day of transfer specific drop-in academic advising support along with prioritization of first-year transfers to be seen by advisors. Work with CASS to determine an interim model for this.<br>2. Ability for transfers in their first year to sign up for appointments that are prioritized and reserved for them once the class schedule is released before they register.<br>3. Per NACADA review, MSC should work with college advising centers to address the handoff and review feedback from the colleges in order to make sure freshman understand the tools to reduce time of continuing student meeting. |
| Seats and classes available for transfers to have a full course load in their first quarter | Working group created between the Office of the Registrar, Transfer Center, and Associate Deans to address the process in which departments reserve seats for transfers. Utilize admissions data and create a system to make sure enough and proper seats are being reserved for transfers so that they can all have a minimum of 12 |

|  | units during first round registration and to guarantee that all transfers are getting into needed sequencing courses to ensure timely graduation. |
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| Focus on articulations and lower division courses | Work with CA community colleges, Office of the Registrar, college advisors, and department chairs to increase articulations and determine how to move forward with lower division courses that do not have any articulations from community colleges. |