

# Transfer Academic Success Program Pilot Report

The Transfer Academic Success Program (TASP) is designed to offer specialized support to incoming transfer students who are placed on Academic Probation (AP). Our goal is to assist transfer students on AP by providing dedicated support, enhancing self-efficacy, and facilitating the utilization of academic resources.



Transfer Coaches

## Background

### What Led to Creating TASP

- Demonstrated need for specialized transfer student support
- Limited transfer-specific academic probation support offered by colleges
  - Prior to TASP, transfer students on AP were grouped with continuing students on AP
- Transfer students shared they do not receive the same supports as incoming freshmen, including the lack of a transfer specific First-year Success Program to support their academic needs

### Program Overview

The initial Winter and Spring TASP pilots served 106 or 12.42% of incoming transfer students (2021-2022) who fell into academic probation for the first time. For the Winter and Spring pilot programs, students who did not complete the program requirements did not face any consequences or have a hold placed by the Transfer Center. College advisors drafted academic probation notice emails that contained their college's AP policies and requirements along with the TASP requirements.

Students were enrolled into the TASP Canvas page which contained TASP program requirements, an introduction video that addressed AP policy and transfer shock, resource support modules, college specific modules, and access to the pre- and post-surveys. Comprehensive data collection, requirement completion rates, GPA increase and decrease, and trends were tracked throughout the duration of each quarter.



## Program Learning Outcomes

After connecting with the Transfer Academic Success Program, students will be able to:

- Describe specific academic policies as they relate to each student's needs and assess circumstances impacting academic goals (academic probation, change of major, DRC accommodations, EAP, etc.)
- Create an academic success plan centered around implementing helpful academic strategies, utilizing resources, and connecting with faculty (Office hours, workshops, time management, etc.).
- Identify two or more resources that are necessary for academic success and wellbeing (e.g. Transfer Center academic coaches, workshops, counseling services, career services, WLC hubs and tutoring).
- Integrate concepts such as SMART goal setting, wellness, and self-efficacy in order to support academic ambition and overall growth through self-reflection and discussion

## TASP Student Feedback



**TASP has helped me identify the resources I needed to support my academic progress and reignite my interests within the field. TASP has allowed me to seek personal advice from academic coaches, advisors and others alike for attaining higher grades."**

— TASP Student,  
College of Science and Math



**You all really care about our success, thank you. It's refreshing and a much needed outlook."**

— TASP Student,  
College of Engineering

## Winter Quarter Pilot Overview

)) 'jbWēa ]b[ 'hfUbgZyf'ghi XYbhg'cb'5 D''

### Winter pilot program requirements:

1. Pre-Survey and TASP & AP introduction video
2. Resource Self-assessment and Transfer Academic Success Plan
3. 1:1 meeting with a Transfer Academic Coach
4. Meeting with college advisor
5. Utilize two or more on-campus resources throughout Winter Quarter
6. End of quarter reflection and post-survey

### Winter Pre-survey Data

- 85.7% of TASP students had difficulty adjusting to the pace of the quarter system
- 65% of TASP students noted challenges with time management and organization
- 58% of TASP students noted challenges with adjusting to academic rigor of upper division classes at Cal Poly
- 56.4% of TASP students noted difficulty with test taking
- 65% of TASP students felt increased anxiety and overwhelmed at times

## Spring Quarter Pilot Overview

) 1'jbWēa ]b[ 'hfUbgZyf'ghi XYbhg'cb'5 D''

**Spring pilot program requirements** (reduced and consolidated based on student feedback):

1. Pre-Survey
2. TASP Introduction video and video reflection assignment
3. 1:1 meeting with a Transfer Academic Coach
  - a. Review of Resource Self-Assessment and Academic Success Plan
  - b. Referral to at least one campus resource
4. Meeting with college advisor
5. End of quarter post-survey reflection

### Spring Pre-survey Data

- 80% of TASP students had difficulty adjusting to the pace of the quarter system
- 74.4% of TASP student felt increased anxiety and overwhelmed at times
- Notable increase in challenges with mental health during Winter quarter
  - Fall quarter- 46% of TASP students noted challenges with mental health
  - Winter quarter- 64% of TASP students noted challenges with mental health
- 64.4% of TASP students struggled with time management and organization

### Focus Group Feedback

- Focus group meetings were conducted with Transfer Coaches, TASP students, and College Advisors & Retention to assess and review the program
- Key feedback:
  - Transfer coaches: noted the significance of listening and relating to TASP students, expressed need for additional private meeting spaces
  - TASP students: valued having a Transfer Coach who understood their experience, had difficulty accessing on-campus tutoring resources
  - College Advisors/Retention: highlighted importance of having a centralized AP support program for transfer students



## Next Steps for TASP

### Funding

- The Transfer Academic Success Program (TASP), Transfer Coaches, and Transfer Transitions Graduate Assistant are fully funded by the CSU EAP Grant
- The Transfer Center was able to obtain the CSU EAP grant for an additional year (2022-2023), but it is not guaranteed that this grant will be obtained in years following
- In order to continue supporting the academic prosperity of transfer students at Cal Poly, it is vital that permanent funding is established for the TASP program, Transfer Coaches, and Transfer Transitions Graduate Assistant

### Institutionalizing TASP

- Permanently implementing TASP as an institutionally recognized program will:
  - Provide transfer students with a secure support system
  - Minimize barriers associated with the transfer student experience
  - Create a sustainable avenue to reach Graduation Initiative 2025 goals

## FIND OUT MORE

To learn more about TASP and ways to support transfer students, please visit these links:

Full TASP report: <https://content-calpoly-edu.s3.amazonaws.com/transfercenter/1/documents/TASP%20Pilot%20Report.pdf>

Ways to support transfers: <https://transfercenter.calpoly.edu/supporting-transfer-students>