

TRANSFER ACADEMIC SUCCESS PROGRAM PILOT REPORT

This report contains information about the Transfer Center's pilot of the Transfer Academic Success Program during the 2021 – 2022 academic year. The report outlines what lead to the creation of TASP and information about the 2 quarters TASP was piloted. Additionally, it includes feedback and assessment from students and staff involved with TASP. Finally, it outlines next steps needed for continuing TASP.

TASP MISSION

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.

HISTORY/ BACKGROUND

- What led to creating the program
 - Limited transfer-specific academic probation support offered by colleges
- Previous/Similar versions
 - First-year Success Program (FSP)- Specialized academic probation support for first-time freshman run out of the Mustang Success Center
 - TSP- Transfer support program piloted in 2017, was run out of the Mustang Success Center (MSC) in partnership with the colleges. After the pilot and with the transition of the MSC to a first-time first year or freshman advising center TSP ended.

State of incoming transfer academic probation support as of summer 2021

Transfer students do not receive specific or additional academic support from the colleges. The AP support process for transfer students has been grouped in with continuing students who fall into AP.

- The colleges' Associate Deans and Advising Lead/Director shared their college's academic probation support for transfers in a meeting summer 2021:
 - CAED - meet with their faculty advisor, create a three-quarter academic success contract, meet with an academic advisor.
 - CAFES - aim for everyone to send an email to transfers on AP but no hold is place. Students are encouraged to meet with their academic advisor.

- CENG - required meeting with academic advisor, hold is placed if students do not meet with their advisor by the deadline.
- CLA - varies on student but may be required to complete a survey, connect with campus resources or meet one-on-one with an academic advisor, if this is not completed a hold is place.
- CSM - required to register for and attend an AP workshop or a hold will be places.
- OCOB - encouraged to meet with an advisor and complete a student education plan but no hold is placed.

Why create TASP?

The Transfer Center was created out of GI 2025 funding to support transfer retention. Part of creating the Transfer Center was to provide academic support to transfers that is not college specific and partner with the colleges as needed. Transfer students shared they do not get the same supports as incoming freshmen, including the lack of a transfer specific FSP to support their academic needs. The CSU EAP Grant, in collaboration with the Office of Writing and Learning, generated funding to support an additional Transfer Center graduate assistant to focus on academic support for transfer students in their first year. The Transfer Transitions graduate assistant along with the support of the Transfer Center coordinator and academic coaches developed and implemented the Transfer Academic Success Program. Some challenges that were noted in survey feedback from transfer students include social integration difficulties, familial obligations, childcare, divorce, academic pace and rigor adjustment, and housing insecurity.

TASP OVERVIEW

The initial Winter and Spring TASP pilots served incoming transfer students (2021-2022) who fell into academic probation for the first time. Incoming transfer students who fell into academic probation for a second quarter were not reenrolled in TASP. 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. After students received the email notice at the beginning of the quarter, they 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

FALL QUARTER 2021

- Research on academic probation, transfer academic probation support, and supporting transfers.
 - Chrystal, L. L., Gansemer-Topf, A., & Laanan, F. S. (2013). Assessing students' transition from community college to a four-year institution. *Journal of Assessment and Institutional Effectiveness*, 3(1), 1–18.
 - The data gathered regarding student experience of their transfer process highlighted strong dependency on community college faculty and advisors, online transfer resources, and supportive family members. Students also remarked having significantly higher levels of stress when certain transfer credits were not counted considering the money, time, and effort the students had to put forth to enroll in and pass the classes. This highlights the need for clearer articulation agreements between colleges, increased accessibility of credit policies, and greater academic support from academic advisors. Students in the study were not surprised by the academic adjustment they underwent and were able to adopt different routines that eased the transition. Meanwhile, the social adjustment process provided greater challenges for students, especially those who lived off-campus.
 - Coston, C. T. M., Lord, V. B., & Monell, J. S. (2013). Improving the success of transfer students: Responding to risk factors. *Learning Communities: Research & Practice*, 1(1).
 - Coston, Lord, and Monell (2013) sourced data from nationwide studies that showed transfer students are more likely to have lower graduation rates and have greater difficulty connecting to other students compared to non-transfer students. The data collected across all evaluations showed that transfer students who participated in transfer learning communities had a notable reduction in stress with the biggest stress reduction factor being improved sense of belonging within the learning community and university.
 - Lester, J., Leonard, J. B., & Mathias, D. (2013). Transfer student engagement: Blurring of social and academic engagement. *Community College Review*, 41(3), 202–222.
 - The goal of this study was to assess the implications of perceived social and academic engagement on student sense of belonging. Results suggested that transfer students are far more likely to consider family and social interactions outside of their university as the most prevalent

types of social engagement. The study highlighted a contrast between the experiences of older transfer students and younger transfer students with younger students relating more to classroom peers and older students expressing higher levels of relatability to their professors. The students in this study viewed academic engagement as the strict focus on academic activities, which some struggled with due to extracurricular obligations. This study found that transfer students who felt more academically integrated with the university also felt more socially integrated with the campus community. Further, this increased level of social and academic integrations experienced by transfer students presented as an indicator for higher levels of retention, academic success, and degree completion.

- Long, B. T., & Kurlaender, M. (2009). Do community colleges provide a viable pathway to a baccalaureate degree? *Educational Evaluation and Policy Analysis*, 31(1), 30–53.
 - Long and Kurlaender (2009) examined the differences in degree completion between community college entrants and students who entered directly into a four-year university. Results highlighted that roughly 44% of students who started at a community college either temporarily withdrew from enrollment or dropped out of their institution after six years of beginning their degree compared to 18% of students who started at selective, four-year universities that temporarily withdrew or dropped out after six years of beginning their degree. Results also captured that out of the students who start at community colleges with the intent to obtain a four-year degree, only 26% completed their bachelor's degree within nine years (Long and Kurlaender, 2009). These findings accentuate the need to enhance the academic support of transfer students by implementing equitable programs and policies catered towards their specific needs.
- Wood, J. L., Harris III, F., & Delgado, N. R. (2016). *Struggling to survive – striving to succeed: Food and housing insecurities in the community college*. San Diego, CA: Community College Equity Assessment Lab (CCEAL).
 - Wood, Harris, and Delgado (2016) conducted a study regarding the prevalence of food and housing insecurity among community college students. The study demonstrated that community college students who struggled with housing insecurity were far more likely to experience prolonged periods of poor mental health, with these

students reporting higher levels of anxiety, depression, and eating disorders. The presence of compounding mental health difficulties resulting from poor access to basic needs creates immense barriers for students attempting to obtain a degree.

- Zilvinskis, J., & Dumford, A. D. (2018). The Relationship Between Transfer Student Status, Student Engagement, and High-Impact Practice Participation. *Community College Review*, 46(4), 368–387.
 - This study assessed the engagement rates of transfer students who are involved in high impact programs (HIPs). Data pulled from the National Survey of Student Engagement gathered responses from 22,994 senior college students in order to gauge the association of transfer students, student engagement, and HIP participation. Results demonstrated that support from faculty and peers were the largest influencing factors for transfer student engagement. These results indicated the importance of faculty and peers in advocating for and supporting transfer students.

Goals

Based on research and the current transfer student support at Cal Poly, the following goals were established:

- Ensure students are aware of and connected to the proper resources that are necessary for academic success
- Create an action plan that addresses the specific needs of students that can be used for the upcoming quarter
 - Provision of resource options and planning tools that can be used throughout their time at Cal Poly
- Instill within students the values of academic prosperity, prioritizing curricular endeavors, goal setting, and establishing self-efficacy
- Establish quarterly routines centered around seeking out resources, connecting with faculty, and engaging in activities that are educationally beneficial

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

Planning process

Meetings with various individuals and student groups took place in order to aid with the material development and program planning processes. In a meeting with the Transfer Student Advisory Committee (TSAC), Transfer Center pro staff received feedback on academic support tools that were helpful for transfers and what students wished they knew when they first transferred. TSAC members reviewed TASP program materials such as the transfer academic success plan and resource self-assessment and gave positive feedback regarding the materials. Members expressed interest in having TASP program materials be made available to all transfer students at the beginning of Fall quarter.

Transfer Center pro staff met with Jackie Duerr who oversaw the Transfer Success Program when it was first piloted several years ago. She gave helpful program context and shared things that worked and did not work for the program. One of the challenges she noted was the decentralization of TSP which was influenced by the colleges. She noted that community is a large aspect of transfer student success and that it is important to provide these students with opportunities to connect with transfer peers.

Meetings also took place with the college advising offices, the assistant vice provost for University Advising, and the executive director for the Writing and Learning Center to review their processes, program history, goals for TASP, and program outcomes.

In various meetings with the transfer coaches, academic support training, resources, and TASP program materials were thoroughly reviewed. Student trends noted throughout the beginning of Fall quarter were assessed to help prepare the coaches for their potential meetings.

Development of program materials

- Canvas Page (See Appendix A)
- Introduction Video (See Appendix B)
- Pre-survey and Post-survey (See Appendix C)

- Transfer Resource Self-Assessment (See Appendix D)
- Transfer Academic Success Plan (See Appendix E)
- Tracking Sheet (See Appendix F)

WINTER QUARTER 2022 PILOT

Winter Quarter Requirements

1. Fill out the Pre-Survey and watch the Module 1 TASP & AP introduction video.
2. Complete the Resource Self-assessment and Transfer Academic Success Plan by Week 2 or complete during 1:1 with Transfer Academic Coach.
3. Schedule a 1:1 meeting with a Transfer Academic Coach to review success plan, form resource connections, and ask questions
4. Meet with your college advisor
5. Utilize two or more on-campus resources throughout Winter Quarter.
6. Complete end of quarter reflection and post-survey.

Winter Quarter Pilot Data

- 55 incoming transfer students on AP
 - 28 CENG, 9 CLA, 5 OCOB, 8 CAFES, 5 CSM, no CAED
 - 8 students did not engage with TASP and/or only met with an academic advisor once early on in fall quarter/ haven't met with an academic advisor at all
- Pre-survey (See Appendix G)
 - 85.7% of TASP students had difficulty adjusting to the pace of the quarter system
 - Write-In feedback:
 - "Challenges with childcare"
 - "Low self-esteem"
 - "Going through divorce"
 - "Commuting to take care of sick parent"
 - "I felt like I wasn't smart enough to be in some classes"
 - "Single parent with four children"
 - 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
- 23 TASP students noted difficulty with test taking. College and major breakdown:
 - 13 CENG- 4 Mechanical, 2 Computer science, 2 Environmental, 1 Aerospace, 1 Computer engineering, 1 Manufacturing Engineering, 1 Biomedical engineering, 1 Electrical Engineering
 - 2 CLA- 2 Political Science
 - 5 CSM- 2 Biological Sciences, 2 Biochemistry, 1 Marine Sciences
 - 2 OCOB- 1 Business Admin, 1 Economics
 - 1 CAFES- 1 Ag Business
- Post-survey (See Appendix H)
 - Questions were asked to gauge TASP student's experience in the program and share general feedback in order to enhance the program for the Spring pilot
 - Students shared that they want more time with Transfer Coaches and more access to resource information
 - Students found Transfer Coach meetings, supportive environment, and Academic Advisor meetings most helpful
 - Student feedback regarding transfer coach experience:
 - "You all really care about our success, thank you. It's refreshing and a much needed outlook."
 - "They were very helpful and encouraging."
 - "The academic coach that I met is very caring and gave me beneficial information that helped me to decide about what I'm going to do in the future."

Winter Quarter Transfer Coach Feedback

Surveys submitted by the transfer coaches highlighted common trends and challenges that were discussed in their TASP meetings. Time management challenges were most commonly discussed during these meetings as transfer students had difficulty balancing social integration, work, familial obligation, and heavy courseloads. Coaches familiarized students with various time management and schedule planning resources (i.e., outlook/google calendar, transfer academic success plan, weekly study scheduling, mapping out the quarter, etc.). Trends were noted regarding difficulty adjusting to the quarter system and in-person courses, which is something the coaches also experienced when they first came to Cal Poly. Coaches shared study skills and strategies with students and referred students to resources as necessary. Students were commonly referred to: WLC, Academic

Advisors, Cal Poly Cares, DRC, Dean of Students and the Health Center. Additional challenges were noted regarding social integration/isolation, homesickness, housing insecurity/roommate conflict, commuting to care for sick parents, mental health, difficulty accessing tutoring services, and taking too heavy of a course load their first quarter.

- Requirement completion tracking data:
 - Canvas page- 93% acceptance rate; of the 4 students that did not accept, 3 of them taking leave of absence/unenrolled
 - Pre-survey- 66% completion rate
 - Intro video and Reflection Assignment- 64% completion rate
 - Academic Advising- 77% completion rate
 - Transfer Coach Meeting- 63% completion rate
 - Transfer Academic Success Plan- 50% completion rate
 - Post-survey- 55% completion rate
- GPA data information (See Appendix I)
 - Overall increase in GPA from Fall to Winter quarter

Adjustment plans for Spring pilot

After reviewing feedback from TASP students and the coaches, adjustments were made to the program to accommodate transfer student needs and streamline TASP completion. Changes include the consolidation and reduction of program requirements (noted below), more time options for transfer coach meetings, and increased access to various resources across campus.

SPRING QUARTER 2022 PILOT

- TASP Spring pilot program requirements (reduced and consolidated based on student feedback):
 - 1. Fill out pre-survey
 - 2. Watch the TASP Introduction video and complete a brief video reflection assignment
 - 3. Schedule a 1:1 meeting with a Transfer Academic Coach
 - Review of Resource Self-Assessment and Academic Success Plan
 - Referral to at least one campus resource
 - 4. Meet with your college advisor
 - 5. Complete end of quarter post-survey reflection
- Spring Quarter Pilot Data
 - 51 incoming transfer students on AP
 - 16 CENG, 6 CLA, 14 OCOB, 6 CAFES, 10 CSM, no CAED

- 6 students have not engaged with TASP and/or only met with an academic advisor once early on in fall quarter/ haven't met with an academic advisor at all
- Pre-survey (See Appendix J)
 - 80% of students noted challenges with adjusting to the pace of the quarter system
 - Write-in feedback:
 - “Had a hard time balancing work and school while dealing with financial burdens.”
 - “Familial difficulties.”
 - “Full time employee with additional work outside of school, could not balance time.”
 - “Lack of motivation due to lab/lecture assignments frequently changing due to covid.”
 - Increase in housing insecurity
 - Fall quarter- 7%
 - Winter quarter- 15%
 - 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
- Post-survey (See Appendix K)
 - Gauged student experience in program
 - Students found Transfer Coach meetings, supportive environment, and Academic Advisor meetings most helpful
 - Write-in feedback:
 - “Overall my academic abilities, confidence, and motivation have improved since being a part of the TASP.”
 - “My motivation has improved knowing that academic probation is just a means to help me get back on track academically, and because I am now aware of resources I can use on campus to help me.”

- “I have a better understanding of the program and that it is not a punishment, but rather a resource to help me better my education and being successful in my classes.”
- “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.”
- Student feedback regarding transfer coach experience:
 - "My Transfer Academic Coach was very helpful in answering any question or concerns that I had. They also followed up with me and provided guidance."
 - "Overall, the experience has been really positive. The Transfer Academic Coach has provided beneficial tips and insight on improving studying habits. Those specific tips and information of resources has been irreplaceable."
 - "Positive, it was very informative, and the coach was extremely supportive."

Transfer Coach feedback

Spring pilot feedback from the coaches highlighted the accessibility of the Writing and Learning Center. The TASP coaching meetings were, on average, 45 minutes long, which gave students the opportunity to share and address a variety of concerns and challenges they faced. It was noted that the name “Writing and Learning Center” is confusing for students because it doesn't sound like a place you would go to for help in upper-div technical classes. Students faced challenges with DRC accommodations/paperwork which prevented them from getting accommodations. Time management was the most common challenge students faced in terms of balancing work, social life, and school. Coaches helped students utilize time management resources and improve weekly scheduling skills. Greater challenges with mental health were noted along with physical health challenges related to COVID. Students also faced challenges with rigorous class loads/focusing more on one class and neglecting others as a result.

- Requirement completion tracking data
 - Canvas page- 96% acceptance rate
 - Pre-survey- 67% completion rate
 - Intro video and Reflection Assignment- 75% completion rate, compared to 64% in Winter

- Academic Advising- 80% completion rate, 3% increase from Winter
- Transfer Coach Meeting- 66% completion rate
- Post-survey- 47% completion rate
- Adjustment plans for 2022-2023 academic year
 - Streamline resource referrals
 - Update pre- and post-survey as needed
 - Review and adjust program requirements
 - Redesign Canvas page setup
 - Keep wide time availability for transfer coach meetings to accommodate transfer student needs

CUMULATIVE TASP DATA

- Academic probation data from 2021-2022 academic year
 - Incoming transfer students and freshmen students
 - 106 first-year transfer students (12.42% of the transfer population) were placed on AP and enrolled in the Transfer Academic Success Program (TASP)
 - 676 incoming first-year freshmen (13.48% of the first-year population) were placed on AP and enrolled in the First-year Success Program (FSP)
 - TASP GPA increase and decrease data (see Appendix L)
 - 56 students ended Spring quarter in “Good” standing
 - 20 students ended Spring quarter in Academic Probation
 - 19 students were disqualified
- TASP cumulative tracking data
 - Pre-survey- 66% completion rate
 - Intro video reflection assignment- 68% completion rate
 - Transfer Academic Success Plan- 58% completion rate
 - Transfer Coach Meeting- 64% completion rate, average meeting duration- 45 minutes
 - Advisor Meeting- 79% completion rate
 - Post-survey- 41% completion rate

FOCUS GROUPS

TASP student focus group

4 students participated. The students majors are Biology, Mechanical Engineering, Environmental Engineering, Mechanical Engineering.

- What has your experience been like as a transfer student?
 - ME student: High-capacity student taking 25 units at their community college, took 18 units their first quarter at Cal Poly which was too much and led to AP, joining clubs helped with the social transition
 - EE student: Difficult adjustment from online to in person classes on top of adjusting from semester to quarter system, adjustment to being completely independent was a big learning curve, prioritized social integration
 - Bio student: Fall quarter was fine but faced social integration difficulties and isolation during Winter quarter, cultural identity impacted socialization, felt they weren't taken seriously when applying to research group at Cal Poly because they are a transfer student
 - ME student: Being an older student made social integration difficult, took a lot of units per semester at community college and did well, ME is a challenging major to transfer into, units at Cal Poly were not representative of how hard classes are and required more time than what is stated, age differences in classes and group projects were difficult
- What was your experience like in the TASP program?
 - EE student: "The program is really cool and I appreciate that AP is not addressed as something to be ashamed of, my only qualm is that my coach was a CAFES major which was less helpful because I'm an engineering student. I like the time management tips and was taught how to use calendars more effectively. The coach referred me to tutoring (WLC), but the sign up system is very outdated, and the time slots fill up too quickly and I could not find a chem tutor."
 - ME student: "I liked the mentorship aspect of the program. I took too many classes my first quarter here and it would have been nice to have more info about that beforehand because Cal Poly units are not equivalent to community college units. Engineering has mentorship programs but they are less helpful if the mentor is not a transfer student."
 - Bio student: "I really liked meeting with my transfer coach, they pointed out a lot of helpful resources I was unaware of and helped me with housing resources. They also helped me find research resources which was really helpful. I moved at the beginning of Winter quarter and had roommate conflict issues and wish there were more housing resources for me."
 - ME student: "The program was good but tutoring (WLC) was very inaccessible. I worked for the tutoring center at my community college and they had STEM drop-in tutoring which is something I'd like to see at Cal Poly. The resource

self-assessment seemed helpful but it was hard to know where to go. I had a hard time with college advising and ended up just making my own schedules because of long wait times.”

- Is there anything you would change or suggestions you have for the future of TASP?
 - More information about coaches prior to signing up for coaching meeting
 - Matching coaches according to college/major
 - Increasing resource connection and relevance
 - Academic support early on in Fall quarter
 - More opportunities for social integration
 - Would like a transfer academic advisor
 - Would like the option to take an engineering fundamentals class with other transfers

Transfer Coach TASP general feedback

Transfer coaches are someone for transfer students to talk and relate to. Transfer coaches are current transfer students who understand the academic and social adjustment processes of transferring. It is important that students are reminded of this and maintain the peer-to-peer support aspect of the coaching program.

Zoom/hybrid options are important and should continue to be offered. It is important that the zoom link is built into the calendar link that is sent to students when they sign up and also in the calendar link sent to the coaches. It is important to make sure the calendar invite is automatically sent when students sign up like it is on Microsoft Bookings. Many students shared this is how they remembered and even learned more about Outlook options and coaches found that this helped them keep track of their schedules given that events, meetings, and 1:1s are all scheduled through the same platform.

The coaches need a private space that is comfortable (not big and formal like the MSC conference room) to have in-person 1:1s. Multiple coaches believe the lack of a private, comfortable space contributed to students being less open and honest during in-person meetings compared to virtual meetings.

There are concerns about what will happen when the library closes. Not being able to refer students to a good study space and not knowing where coaching appointments will happen may confuse and deter students. The library is close to classes and many transfers are unfamiliar with campus outside of the library and academic buildings. The location should be easy to find and close to where transfer students are going to class/parking.

Many students think Office of Writing & Learning Center is just a space for getting writing help. The name Writing & Learning Center doesn't make them think tutoring is

available there. The tutoring sign up system is confusing and hard to use, students found it frustrating and hard to navigate and didn't know where to go to get help with it.

Coaches find it hard to understand what advising looks like in each college and how different it is from college to college which makes it difficult to refer folx to the correct advisor. There has been confusion amongst students regarding the difference between faculty and college advisors which prompts the need to clarify or use different language when referring students to advising. It would be beneficial if the coaches, as part of training for the upcoming school year, go to each college's physical space to learn more about what they offer, what faculty advising looks like in that college, what resources are offered to students on AP, etc.

Many TASP students shared they have a fear of talking to faculty and going to office hours. It would be beneficial to add connecting with faculty tips to the TASP canvas shell.

When TASP students sign up for a coaching meeting, they are asked to fill out a form that reviews which topics they'd like to discuss. It would be beneficial to ask more specific questions and potentially include reflection questions that help students prepare for and maximize their coaching appointment.

Advisor focus group (Retention, CSM, CLA, CENG, CAED, and CAFES)

- What are your general thoughts about TASP?
 - Academic support tailored for new transfer students, FSP for transfers that has various steps/requirements to be met for program completion
- What are trends you have noticed amongst transfer student populations?
 - CSM- With transfer students it seems really polarized. Students are either very eager to meet with us or only meet with us when challenges arise with very minimal middle ground.
 - CLA- Similar to CSM, some programs are easier to move through as and transfer and some aren't. Mental health challenges have been a prominent trend for incoming students over the past few years.
 - CENG- Common discussion regarding mental health, how to navigate campus, who can support them, and how AP impacts graduation rates.
- How would you like to see the Transfer Academic Success Program progress?
 - Retention- It would be helpful to understand the trends impacting transfers and find ways to proactively help them before they end up on AP. Addressing study strategies and test taking anxiety early on in Fall quarter may aid in the proactive attempts to reduce AP numbers.

- CENG- Concerns regarding some of the conversations that peers (coaches) are having with transfer students on AP. Peers are important for sense of belonging and that could be used for more proactive strategies. Academic probation brings up sensitive conversations that we would prefer to have happen with a professional advisor. Wondering if the initial TASP meeting could take place with an advisor rather than with a coach. It may also be beneficial to work with other mentoring groups and streamline the process for who students are required/able to meet with because it may get confusing with so many options available.
- CSM- It would be helpful to find more ways to support transfer students with dependents because that plays into their academics as a whole.
- What do academic probation advising conversations look like for you? What do you help students who are on AP with?
 - CENG- We go over the policy and check in with them to see how they're doing and refer them to resources as necessary. We do academic coaching so we will schedule several follow up meeting to see how they are doing if needed.
 - CAED- Typically does not have transfer students on AP, but if it were to occur, the approach would be very individualized with policy review, resource referral, and check ins.
- Is there feedback or anything else you'd like to share?
 - Retention- The more we tailor TASP to each college, the less centralized the program becomes.
 - CLA- If a student gets connected to a college advisor through TASP, are they more likely to revisit that advisor?
 - CENG- Concern with coaches moving to the WLC and the impact that may have on communication, access, and data collection. If it doesn't go well, CENG will just take back over AP without TASP (also echoed by CLA).
- Holistic Feedback
 - Social integration, mental health, housing insecurity are common factors impacting transfer student success
 - Prominent concerns from coaches, students, and advisors regarding the Writing and Learning center tutoring services and accessibility

TASP PROGRAM ACCOMPLISHMENTS

- Only CSU to receive EAP grant funding for an additional year given program data and results

- Supported over 100 incoming transfer students who were placed on academic probation
- Created a transfer-specific academic support program that addressed transfer student challenges, increased academic motivation, resource connection, and peer-to-peer support for transfer students

STEPS TO INSTITUTIONALIZE TASP

- Based on feedback and data idea(s) for formatting
 - TASP
 - Pre-survey
 - Review, update, and adjust questions as needed
 - Provide more write-in options and give space for students to share about their experience as a transfer
 - Ask questions that address what would benefit each student individually
 - Canvas shell
 - Create designated assignments for each program requirements to help them achieve each step (assignments show up on Canvas to do list which will aid in program completion)
 - Create various tips and strategies pages that address time management, connecting with faculty, and general study skills
 - Update and build on resource pages regarding mental health, housing, financial aid, and general resources
 - Intro video & reflection
 - Discuss distinction between faculty and college advisors
 - Highlight transfer shock and imposter syndrome
 - Review program requirements and AP policy
 - Coach Meeting
 - Share coaches' bio and information to best match coach with student according to college/major
 - Better determine how to implement the transfer academic success plan and resource self-assessment
 - Update pre-meeting form for TASP students to maximize coaching experience
 - Advisor meeting
 - Review TASP timeline to see how requirements can be adjusted based on time constraints

- Clarify the distinction between faculty vs college advisor
 - Clarify what each college does to support transfer students on AP
- Post-survey
 - Adjust and update questions as needed
 - Focus on student experience in the program and suggestions
- Concerns or questions for moving forward
 - Participation from all colleges
 - TSP (the previous version of TASP) did not last partially due to lack of college support
 - Challenges with creating a centralized transfer support program while trying to accommodate each college
 - Order of TASP requirements
 - CENG requested that students meet with advisors prior to meeting with transfers coaches
 - Given the timeline and waiting period for advising meetings, it may be difficult to accommodate this considering the varying advising wait times across all colleges
 - Coaching moving to Writing and Learning Center
 - Coaches have been moved under the WLC due to limited funding
 - May potentially result in challenges with communication and accessibility
 - WLC has been hard for some students to access
 - Decentralizes transfer center coaching
- Requests from the Transfer Center
 - Support from colleges and the university
 - Establishing a centralized support program for transfer students on academic probation requires valuable support and collaboration from colleges and university officials
 - Move towards institutionalizing program
 - Holding TASP as an institutionally recognized program will allow for continued program growth and development, provide transfer students with a secure support system, and minimize barriers associated with the transfer student experience
 - Funding
 - The Transfer Academic Success Program, Transfer Coaches, and Transfer Transitions Graduate Assistant are fully funded by the CSU EAP

Grant. The CSU EAP Grant must be applied for and eligibility requirements for the grant have changed since its inception. 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.

TRANSFER PRO-ACTIVE ACADEMIC SUPPORT LEARNINGS

- Themes
 - Mental health
 - Academic rigor adjustment (Cal Poly units vs community college units)
 - Social integration
- Ideas for what is needed to help transfers
 - Need for funding and institutional support
 - Academic support at the beginning of Fall

APPENDIX

Appendix A

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Transfer Academic Success Program Winter 2022



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

We understand that there are a variety of factors that may have contributed to your academic adversities during this past quarter, so we want to ensure that this program is relevant and meaningful for you. You get to choose how to navigate through this new quarter and we are here to help support you along the way. We have confidence in your abilities!

 View Course Stream

 New Analytics

 View Course Notifications

Coming Up  [View Calendar](#)
Nothing for the next week

Appendix B

<https://youtu.be/pX8eQN53D2M> 



Please view the introduction video above and answer the following questions:

1. What is one main takeaway from the video?
2. Do you have a clear understanding of what academic probation is?
3. Do you have any questions regarding academic probation policies?
4. Do you have any questions or comments?

Appendix C

TASP Pre-Survey - W22

Welcome to the Transfer Academic Success Program (TASP). Please fill out the following survey so that we can learn more about your experiences and pair you with a Transfer Center Coach.

As students, you are protected by FERPA laws, which means that this information cannot be shared for purposes outside of this program without your consent. Your answers will only be shared with the TASP Coordinator as well as your TASP Coach, and we will ask your permission below to share your information with any others involved in the program. *Note: Advisors from the College Advising Centers will have access to this information, but out of respect for our students, they do not look through the surveys.

However, this program requires coaches to serve as mandated reporters, so we will need to follow-up and report any sensitive information related to self-harm, harm to others, or sexual assault/misconduct. **You do not need to provide any information that you do not wish to.**

Students can access *confidential support* from two separate resources on campus:

- **Safer** | safer@calpoly.edu | 805-756-2282 | safer.calpoly.edu
- **Counseling Services** | counseling@calpoly.edu | 805-756-2511 | chw.calpoly.edu/counseling

A 24-hour confidential hotline for survivors is also available through the [local San Luis Obispo non-profit RISE](#) at 855-886-7473.

3. Gender Pronouns (ex. she/her/hers, he/him/his, they/them/theirs)

4. Cal Poly email address *

5. What college(s) or four-year institution(s) did you transfer from? Please share all.

6. How often did you utilize resources at your previous college(s)? (i.e., tutoring, office hours, academic advising, etc.) *

- ☐ Very Often
- ☐ Somewhat Often
- ☐ Rarely
- ☐ Never

☐ What resources did you find helpful? - Write In

7. Which academic college are you a part of at Cal Poly? *

TASP Post-Survey Winter 2022

1. First Name: *

2. Last Name: *

3. Cal Poly E-Mail: *

4. I can identify at least two campus resources that I can use to support my academic needs. *

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

☐
☐
☐
☐
☐

5. As a result of attending the Transfer Academic Success Program (TASP), I understand Academic Probation and Disqualification policies as they relate to my GPA/academics. *

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

☐
☐
☐
☐
☐

Appendix D

TRANSFER ACADEMIC SUCCESS PROGRAM: RESOURCE SELF-ASSESSMENT

The purpose of this self-assessment is to help you reflect on your previous quarter, identify the areas you may want to address this upcoming quarter, and match you with the Cal Poly resources that might best support you in these areas.

- If a statement applies to your fall quarter experience, check **Y (Yes)**. If it does not apply, check **N (No)**.
- Total your numbers on the right with the corresponding sections and resources
- After completing this assessment, move on to Part 2 – Resource Sheet located in Canvas to learn about each of these campus resources. If you have questions about any of these resources or responses, email amatr@calpoly.edu.

1	<input type="checkbox"/> Y <input type="checkbox"/> N	I had a harder time studying for Cal Poly classes than I did for my classes at the previous college/university I attended.	1-3: Study Skills How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
2	<input type="checkbox"/> Y <input type="checkbox"/> N	I felt as if I was always behind in one or more classes, even when I spent hours studying.	
3	<input type="checkbox"/> Y <input type="checkbox"/> N	I struggled with time management (procrastinating, not knowing how to prioritize, or feeling like I did not have enough time, etc.)	
4	<input type="checkbox"/> Y <input type="checkbox"/> N	I would have benefited from more support with writing and/or learning class material.	4-5: Tutoring and Writing Resources How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
5	<input type="checkbox"/> Y <input type="checkbox"/> N	I needed a tutor to help me apply concepts I was learning in class, navigate homework assignments, or understand course material but didn't know what type of tutoring was offered or how to get one.	
6	<input type="checkbox"/> Y <input type="checkbox"/> N	My professor's teaching style did not match my expectations which I felt made it hard for me to learn and be successful.	6-7: Office Hours How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
7	<input type="checkbox"/> Y <input type="checkbox"/> N	I had difficulties on exams, even though I thought I knew the material and studied hard.	
8	<input type="checkbox"/> Y <input type="checkbox"/> N	I considered or now wished I had dropped a class, but I wasn't sure how to do it or if it was a good idea.	8-9: Academic Advising How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
9	<input type="checkbox"/> Y <input type="checkbox"/> N	I needed more guidance with my class schedule, transfer credit, graduation requirements, and academic policies.	
10	<input type="checkbox"/> Y <input type="checkbox"/> N	I had a difficult time adjusting to the pace of the quarter system and needed more support as a transfer student.	10: Transfer Academic Counselor How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
11	<input type="checkbox"/> Y <input type="checkbox"/> N	I experienced difficulties with a research project and/or research formatting styles (i.e., APA, MLA, etc.), finding peer-reviewed research, or navigating the research process.	11: Library Resources How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.




12	<input type="checkbox"/> Y <input type="checkbox"/> N	I have been affected by problems with my family/roommates/significant others/friends.	12-15: Health & Counseling How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
13	<input type="checkbox"/> Y <input type="checkbox"/> N	I felt anxious, tired, depressed, and unable to focus for sustained periods of time.	
14	<input type="checkbox"/> Y <input type="checkbox"/> N	Alcohol and/or drug use was getting in the way of my academic success.	
15	<input type="checkbox"/> Y <input type="checkbox"/> N	I got very sick and couldn't attend class.	
16	<input type="checkbox"/> Y <input type="checkbox"/> N	I experienced food insecurity or had a financial emergency, and I wish I had support.	16-19: Basic Needs & Crisis How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
17	<input type="checkbox"/> Y <input type="checkbox"/> N	I was worried about paying for my daily and college expenses.	
18	<input type="checkbox"/> Y <input type="checkbox"/> N	I or someone I know experienced a sexual assault and/or is in abusive relationship, and I don't know who I should talk to.	
19	<input type="checkbox"/> Y <input type="checkbox"/> N	I experienced or witnessed a bias incident or hate crime and I didn't know how to report it.	
20	<input type="checkbox"/> Y <input type="checkbox"/> N	I experienced stress when trying to find internships and/or jobs or did not know where to start my job search.	20-21: Career Services How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
21	<input type="checkbox"/> Y <input type="checkbox"/> N	I've been unsure of what my career options are in terms of my major.	
22	<input type="checkbox"/> Y <input type="checkbox"/> N	I felt isolated based on my race, religion, sexual orientation, gender identity or immigration status.	22: Diversity on Campus How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
23	<input type="checkbox"/> Y <input type="checkbox"/> N	I struggled to feel connected to the Cal Poly community and felt that no one else shared similar interests with me.	23-24: Campus Involvement How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
24	<input type="checkbox"/> Y <input type="checkbox"/> N	I wasn't able to find social activities on campus that I find enjoyable.	
25	<input type="checkbox"/> Y <input type="checkbox"/> N	I have or may have a disability (permanent or temporary) but did not know who to talk to or go to for help.	25-26: Disability Resource Center How many responses did you answer "Y" & "N"? Y: Choose an item. N: Choose an item.
26	<input type="checkbox"/> Y <input type="checkbox"/> N	I have experienced anxiety which has impacted my ability to do well on tests or quizzes.	
27	<input type="checkbox"/> Y <input type="checkbox"/> N	I had a university-related issue, traumatic incident, concern, or complaint, and I didn't know who I could talk to about it.	27-28: Crisis Management and Conflict Resolution Y: Choose an item. N: Choose an item.
28	<input type="checkbox"/> Y <input type="checkbox"/> N	I felt like a professor treated me unfairly in a class and/or with a grade.	

Cal Poly Campus Resources (Scan QR codes to learn more!)











<p>1-3: Study Skills: Find resources and videos on popular topics such as:</p> <ul style="list-style-type: none"> Study strategies, test anxiety tips, and study guides Flashcards, video tutorials, and interactive exercises Lecture note taking Memoization Learning style (VARK Questionnaire) 	<p>4-5: Tutoring on Campus (Location Varies)</p> <ul style="list-style-type: none"> Free individual or group tutoring for over 200 classes Supplemental Workshops: 1-unit workshops for specific Science and Math class sections. Recap information from class, get help with study skills, test prep, and group studying. Study sessions: Weekly sessions made of 8-15 students for multiple subjects. Submit a request through your Cal Poly portal. 
<p>6-7: Office hours can sometimes be intimidating and confusing on what you should ask. Here are some helpful tips:</p> <ul style="list-style-type: none"> If office hours conflict with your schedule, contact professors for an alternate time to meet. They are more than happy to help out! Show problems on homework or tests that you were confused about, and ask the professor to walk you through each step. Bring questions from your class notes that you would like more explanations on. Explain your study strategies and ask about additional tips or tricks. <p>Professors are very knowledgeable in their field and know of many outside resources and sometimes even internship or research opportunities. Take time and get to know them! **</p>	
<p>8-9: Academic Advising:</p> <ul style="list-style-type: none"> Course planning + sequencing Major and support-related classes Tracking progress to degree Concentration or elective choice Graduation Requirements Dropping/Adding/Withdrawing from classes 	<p>Additional Academic Services:</p> <ul style="list-style-type: none"> Cal Poly Scholars Pre-Health Career Advising International/Study Abroad NCAA Athletics EOP TRIO Achievers Center for Military Connected Students
<p>10: Transfer Academic Coaches</p> <ul style="list-style-type: none"> Study tips Time management Mapping out/scheduling your course assignments for the quarter Connecting with faculty Navigating group projects Balancing out your quarter Referrals to other campus resources to support your success at Cal Poly, and more 	<p>11: Library Resources</p> <ul style="list-style-type: none"> Research help 24/7 live chat assistance Textbook reserves Printing services APA, MLA, and additional research formatting support Study room reservation College specific librarians 
<p>12-15: Campus Health and Wellbeing (RMg. 27): Health Services:</p> <ul style="list-style-type: none"> Most services are free Make an appointment for medical attention or advice Educational programs about drugs, alcohol, sexuality and other topics On site lab testing, X-rays, and Shots (e.g. Flu, TB tests) Discounted Pharmacy After-hours nurse advice PULSE peer mentoring health education program covering topics such as drug and alcohol use and/or recovery, physical and sexual health, and mental well-being 	<p>Counseling Services:</p> <ul style="list-style-type: none"> Support groups Individual, couples, and group therapy sessions Emotional Well-Being Workshops End-of-Quarter Survival Workshops Clinicians specializing in: anxiety, depression, eating disorders, multicultural issues, trauma, substance abuse, suicide prevention, and many more 










16-19: Basic Needs & Crisis Services (Locations Vary) Food Insecurity: <ul style="list-style-type: none"> CalFresh: Provides monthly payments to eligible students that can be used where food is sold like at grocery stores. Meal Vouchers: Students experiencing short-term financial need can dine at #05 Kitchen during the school year and The Avenue for the summer. Food Pantry (Bldg 27, Lower Level of Health Center): Students can access free packed and canned foods, frozen meals, and personal hygiene products. Food Bank Distribution: Last Thursday of the month on Mett Lawn - bags of fresh produce and food for free 	
Financial Hardships: <ul style="list-style-type: none"> Cal Poly Cares Grant: One-time grant for unexpected emergencies such as paying for tuition, technical needs, academic supplies, medical expenses, emergency housing and other temporary hardships Professional Clothing Closet: Free, high-quality work clothes for interviews and future internships and jobs Financial Aid Office: Virtual appointments where students can meet with a counselor to discuss ways to cover the cost of college. If you have general questions or would like to arrange to meet with a financial aid counselor virtually, email financialaid@calpoly.edu. 	
19-28: Career Services (Bldg. 124): Drop-in or make an appointment online with a college Career Counselor to talk about: <ul style="list-style-type: none"> Career exploration and internship search assistance Major exploration and change of major Interviewing skills- Mock interviews, helpful interviewing tips and strategies Resumes and Cover letters review 	
22: Diversity on Campus: <ul style="list-style-type: none"> Gender Equity Center: Educating and empowering female, womenist, transgender, nonbinary, and genderqueer students through an intersectional lens and striving for social justice Men & Masculinity: Creates space to express and evaluate masculinity and intersections with other identities through programs, dialogues and Dream Center: Offers an inclusive space and a multitude of events (advising, financial support, legal services) for all undocumented students, those in mixed-status families and their allies. Stop by for a space to study, or to hang out with friends! Black Academic Excellence Center (BAEC): Offers a supportive and enriching environment to promote excellence among Black students on campus. Stop by their center to say hello or attend one of their events! Multicultural Center: Provides space and events for people across all races, ethnicities, gender, sexual orientation, disability, economic class, religion, citizenship and their intersections Pride Center: Provides brave spaces and events to all sexualities, gender identities and expressions. Check out their peer mentoring program! 	
23-24: Campus Involvement: <ul style="list-style-type: none"> Club Sports PolyEscapes Res Center classes ASH Events and Concerts Clubs and Organizations 	Transfer Center <ul style="list-style-type: none"> Transfer student events Helpful resources Community building Transfer adjustment support 
25-28: Disability Resource Center (Bldg. 124): Provides services to those with long-term or short-term disabilities: <ul style="list-style-type: none"> Request services online Eligibility Information on testing for Learning Disabilities Possible accommodations - in and outside the classroom Peer mentor program Emotional support animal eligibility Testing accommodations 	
27-28: Crisis management and Conflict resolution - Ombuds (Library AS-113): <ul style="list-style-type: none"> If you feel that you got an unfair grade in a class If you feel that you got treated unfairly by someone in the Cal Poly Community If you want to discuss a sensitive question or issue  	
Crisis management and Conflict resolution continued: <ul style="list-style-type: none"> Safe (Bldg 65, Rm 217): Provides confidential crisis counseling, advocacy and education, and support resources by state-certified advocates. Learn about your options, rights, and other resources about sexual assault or misconduct, dating or domestic violence, and stalking. 	<ul style="list-style-type: none"> Bias Incident Report: If you believe you have witnessed an act of discrimination or harassment on or off campus, you may file a report online through the Dean of Students. 

Appendix E

Name:		Cal Poly email:		Coach:	
				 Scan QR to access self-assessment	
Please refer to self-assessment and resources guide to aid in building your academic success and wellness plan.					
Weeks 1-3		What academic resources will you connect with?			
Beginning of quarter academic resource suggestions: <ul style="list-style-type: none"> Attend a Transfer Center workshop (Time Management, Connecting with Faculty, Get to Know the Library) Explore resources from your self-assessment Map out your quarter with key assignments and study times 		Required: 1:1 with Transfer Center Academic Coach			
Weeks 4-6		What academic resources will you connect with?			
Mid-quarter academic resource suggestions: <ul style="list-style-type: none"> Sign up for tutoring sessions and study groups Schedule an additional 1:1 with Transfer Center Academic Coach Attend professor office hours 		Required: Meet with your college academic advisor			
Weeks 7-10		What academic resources will you connect with?			
End of quarter academic resource suggestions: <ul style="list-style-type: none"> Review TASP Canvas Support Modules Attend Study Tips Workshop and/ or Study Breaks 					

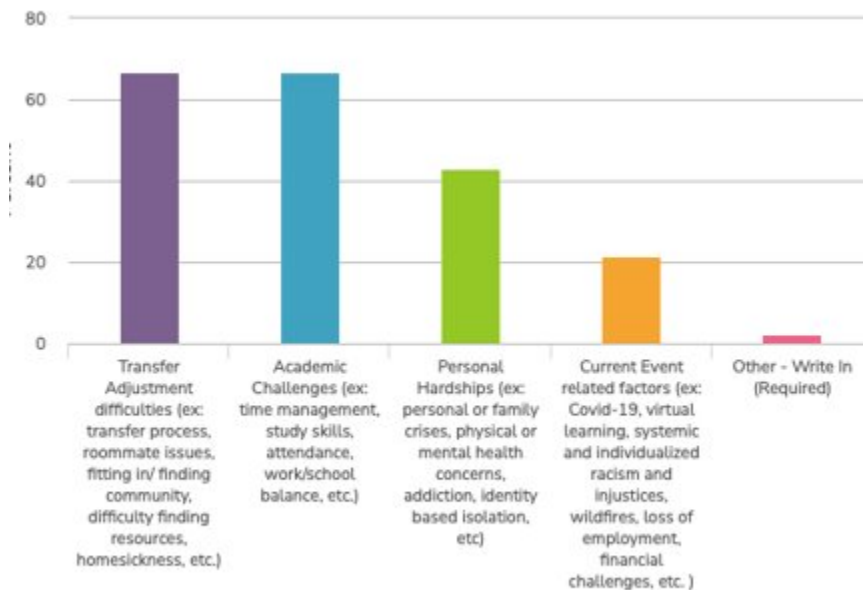
Appendix G- Winter pre-survey

I had difficulty adjusting to the pace of the quarter system.		85.7%	36
I had a hard time finding friends or community.		31.0%	13
I often felt lonely.		28.6%	12
I felt homesick a lot of the time.		19.0%	8
I was worried about keeping up with finances.		33.3%	14
I had roommate issues and didn't know what to do.		11.9%	5
I didn't know who to talk to about what I was dealing with.		31.0%	13
I had a hard time balancing my school work with social activities.		52.4%	22
I did not experience any difficulties in the areas listed above.		4.8%	2
Other - Write In (Required) (click to view)		23.8%	10

I felt like I did not have the appropriate study skills to succeed.		51.2%	21
I felt that the difficulty of my classes increased compared to my previous college.		53.7%	22
I had difficulty adjusting to the academic rigor of upper division classes at Cal Poly.		58.5%	24
I struggled with time management and organization.		65.9%	27
I had a hard time balancing work and school.		29.3%	12
I struggled to maintain good class attendance.		19.5%	8
I do not like my major and, therefore, did not do well in my classes.		9.8%	4
Test taking was difficult for me.		56.1%	23
At some point in the quarter, I gave up because I did not think I would be able to save my grade.		53.7%	22

I got sick and missed too many classes.		22.0%	9
I had a difficult time finding and/or securing housing.		7.3%	3
I had to focus my energy in other areas besides school.		53.7%	22
I had a hard time with my mental health.		46.3%	19
I struggled with food insecurity.		7.3%	3
I felt like a part of my identity was not welcomed on campus (e.g., race, sexual orientation, gender identity, religion, disability, etc.).		4.9%	2
I struggled with an addiction.		2.4%	1
I did not experience any difficulties in the areas listed above.		17.1%	7
I do not wish to disclose this information.		7.3%	3
Other (click to view)		14.6%	6

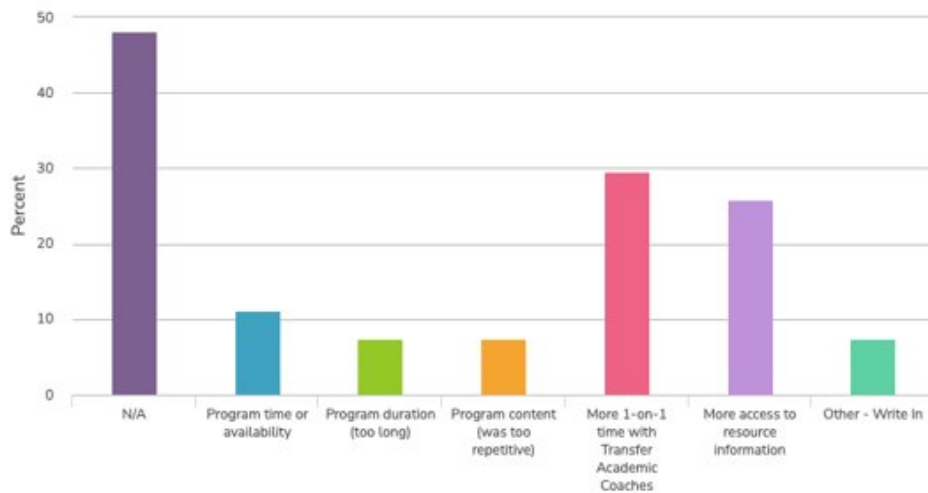
What do you think most contributed to being on academic probation?



Appendix H- Winter post-survey

	Resource Self- Assessment	Transfer Academic Success Plan	Introduction Video & Reflection	Transfer Coach meetings	Overall supportive environment	College Academic Advising meeting
1 star= not beneficial 5 stars= very beneficial	★★★★☆ Count: 27 Not Applicable: 0	★★★★☆ Count: 27 Not Applicable: 0	★★★★☆ Count: 27 Not Applicable: 0	★★★★☆ Count: 27 Not Applicable: 0	★★★★☆ Count: 27 Not Applicable: 0	★★★★☆ Count: 27 Not Applicable: 0












What can be improved upon in the program (select all that apply):





















Appendix I -Fall to Winter quarter GPA increase

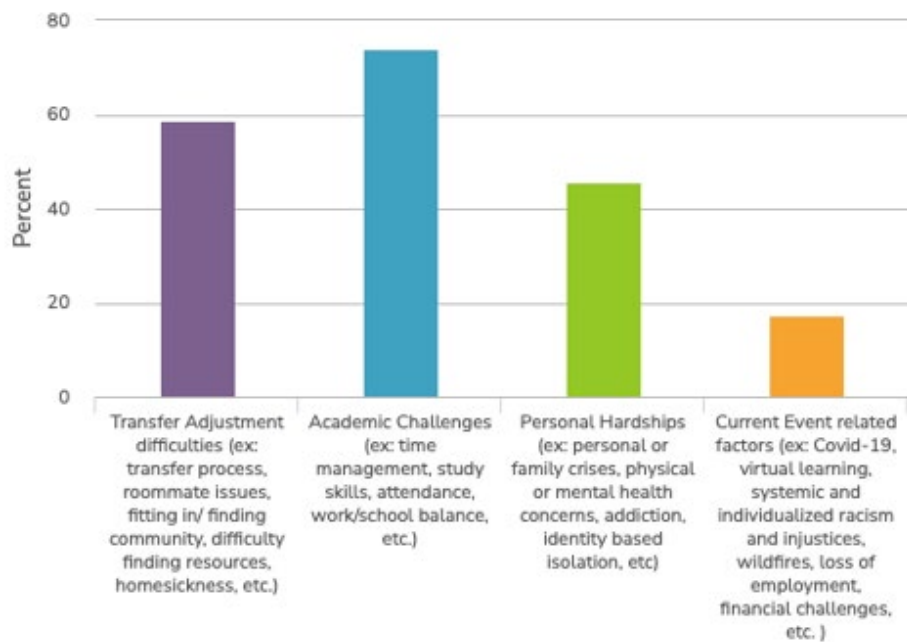
Change to GPA	Winter term	CPSLO	Higher Education
Increased	43	44	13
Decreased	7	6	37
ITO	3	3	3
withdrew from term	2	2	2
Average GPA Fall 2021	1.49	1.53	3.10
Average GPA Winter 2022	2.21	2.01	3.06

Appendix J- Spring Pre-survey data

I had difficulty adjusting to the pace of the quarter system.		80.0%	36
I had a hard time finding friends or community.		40.0%	18
I often felt lonely.		40.0%	18
I felt homesick a lot of the time.		26.7%	12
I was worried about keeping up with finances.		44.4%	20
I had roommate issues and didn't know what to do.		13.3%	6
I didn't know who to talk to about what I was dealing with.		35.6%	16
I had a hard time balancing my school work with social activities.		42.2%	19
I did not experience any difficulties in the areas listed above.		8.9%	4
I do not wish to disclose this information.		2.2%	1
Other - Write In (Required) (click to view)		28.9%	13

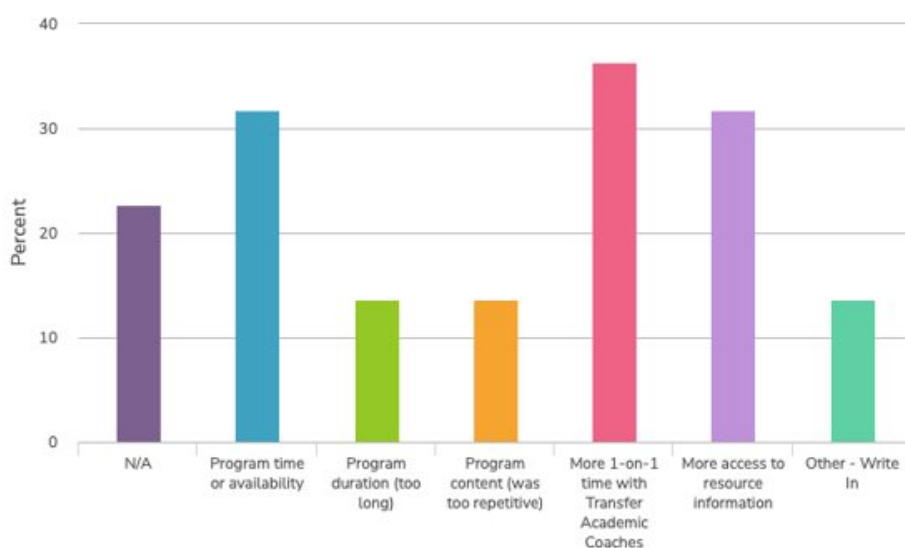
I got sick and missed too many classes.		22.2%	10
I had a difficult time finding and/or securing housing.		15.6%	7
I had to focus my energy in other areas besides school.		26.7%	12
I had a hard time with my mental health.		64.4%	29
I struggled with food insecurity.		13.3%	6
I felt like a part of my identity was not welcomed on campus (e.g., race, sexual orientation, gender identity, religion, disability, etc.).		11.1%	5
I struggled with an addiction.		4.4%	2
I did not experience any difficulties in the areas listed above.		11.1%	5
I do not wish to disclose this information.		4.4%	2
Other (click to view)		8.9%	4

I struggled with time management and organization.		64.4%	29
Test taking was difficult for me.		62.2%	28
I felt that the difficulty of my classes increased compared to my previous college.		53.3%	24
I had difficulty adjusting to the academic rigor of upper division classes at Cal Poly.		51.1%	23
I felt like I did not have the appropriate study skills to succeed.		44.4%	20
At some point in the quarter, I gave up because I did not think I would be able to save my grade.		37.8%	17
I had a hard time balancing work and school.		28.9%	13
I struggled to maintain good class attendance.		17.8%	8



Appendix K-Spring post-survey

	Resource Self-Assessment	Transfer Academic Success Plan	Introduction Video & Reflection	Transfer Coach meetings	Overall supportive environment	College Academic Advising meeting
1 star= not beneficial	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆
Count: 23	Count: 23	Count: 23	Count: 23	Count: 22	Count: 23	Count: 22
5 stars= very beneficial	Not Applicable: 0	Not Applicable: 0	Not Applicable: 0	Not Applicable: 0	Not Applicable: 0	Not Applicable: 0



Appendix L- GPA increase/decrease data

Good standing

Major	Course shell acceptance	Pre-survey	Intro Reflection Assignment	Academic success plan	Academic coach meet	Academic advisor meeting	Post survey reflection	Other notes	F21 Trm	F21 CIP	F21 HE	Standing after F21	W22 Trm	W22 CIP	W22 HE	Standing after W22	Sp23 Trm	Sp23 CIP	Sp23 HE	Standing after Sp23
BUS	yes	yes	yes	yes	yes	yes	yes		2.307	2.307	3.682	GOOD	1.667	2.022	3.519	PROB	3	2.323	3.48	GOOD
BUS	yes	yes	yes	yes	yes		yes		3.9	3.9	3.944	GOOD	2	3.239	3.808	PROB	3.5	3.306	3.788	GOOD
BUS	yes	yes	yes	yes	yes			has never met with an academic advisor	3.433	3.433	3.181	GOOD	1.12	2.148	2.928	PROB	2	2.103	2.845	GOOD
BUS	yes	yes	yes	yes	yes	yes			3.053	3.053	3.257	GOOD	1.567	2.393	3.096	PROB	2.1	2.284	2.984	GOOD
BUS	yes	yes	yes	yes	yes				2.523	2.72	2.964	GOOD	2.85	2.765	2.958	PROB	2.667	2.731	2.939	GOOD
BUS	yes	yes	yes	yes	yes			has never met with an academic advisor	3.213	3.213	3.749	GOOD	1.767	2.57	3.574	PROB	2.925	2.702	3.506	GOOD
BUS	yes	yes	yes	yes	yes	yes			3.118	3.118	3.916	GOOD	1.925	2.411	3.675	PROB	3.2	2.654	3.635	GOOD
BIO	yes	yes	yes	yes	yes	yes	yes		3.9	3.9	3.512	GOOD	1.7	3.35	3.274	PROB	2.577	3.008	3.224	GOOD
CHEN	yes	yes	yes	yes	yes	yes	yes		2.7	2.7	2.857	GOOD	0.68	1.578	2.803	PROB	2.767	2.257	2.801	GOOD
BIO	yes	yes	yes	yes	yes	yes	yes		2.638	2.638	2.898	GOOD	1.5	2.069	2.827	PROB	2.567	2.226	2.81	GOOD
STAT	yes	yes	yes	yes	yes	yes			2.557	2.557	3.744	GOOD	2.283	2.408	3.623	PROB	2.14	2.333	3.531	GOOD
MATH	yes	yes	yes	yes	yes	yes			3.4	3.4	3.656	GOOD	1.925	2.706	3.483	PROB	2.75	2.72	3.416	GOOD
STAT	yes	yes	yes	yes	yes	yes	yes		4	4	3.762	GOOD	1.567	2.175	3.561	PROB	2.567	2.343	3.478	GOOD
MATH	yes	yes	yes	yes	yes	yes			2.133	2.133	3.214	GOOD	2.5	2.28	3.167	PROB	2.467	2.35	3.103	GOOD
BIO	yes	yes	yes	yes	yes	yes			2.654	2.654	3.271	GOOD	2.35	2.538	3.22	PROB	2.667	2.597	3.159	GOOD
PLS	yes	yes	yes	yes	yes	yes			2.767	2.767	3.444	GOOD	0	2.075	3.433	PROB	4	2.46	3.451	GOOD
PHY	yes	yes	yes	yes	yes	yes	yes		2.943	2.943	3.553	GOOD	1.75	2.307	3.319	PROB	2.233	2.286	3.222	GOOD
ANG	yes	yes	yes	yes	yes	yes			2.667	2.667	2.583	GOOD	1.467	2.067	2.364	PROB	2.087	2.074	2.325	GOOD
ES	yes	yes	yes	yes	yes	yes			3	3	3.116	GOOD	2.233	2.637	3.05	GOOD	3.1	2.778	3.053	GOOD
HE	yes	yes	yes	yes	yes	yes			2.708	3.031	3.225	GOOD	1.638	2.567	3.161	PROB	2.807	2.655	3.137	GOOD
CSC	yes	yes	yes	yes	yes	yes	yes		3.667	3.667	3.688	GOOD	1.9	2.783	3.574	PROB	3.433	3	3.565	GOOD
EE	yes	yes	yes	yes	yes	yes	yes		2.763	2.763	3.197	GOOD	1.35	2.157	3.065	PROB	2.617	2.295	3.035	GOOD

EE	yes	yes	yes	yes	yes	yes	yes			2.763	2.763	3.197	GOOD	1.35	2.137	3.065	PROB	2.617	2.295	3.095	GOOD
CRE	yes		yes		yes	yes				3.356	3.356	3.094	GOOD	2.238	2.829	3.054	PROB	3.25	2.59	3.001	GOOD
CSC	yes			yes	yes	yes				Wt	Wt	Wt	GOOD	1.767	1.767	3.73	PROB	3.433	2.6	3.703	GOOD
HE	yes	yes	yes		yes	yes				2.667	2.667	3.036	GOOD	1.96	2.311	2.921	PROB	3.244	2.637	2.95	GOOD
HE	yes	yes	yes		yes	yes	yes			2.162	2.161	3.131	GOOD	1.775	2.609	3.124	PROB	2.1	2.420	3.065	GOOD
HE	yes	yes	yes		yes	yes				2.183	2.638	3.147	GOOD	2.789	2.508	3.103	PROB	2.5	2.505	3.071	GOOD
HE	yes	yes	yes		yes	yes	yes			3.106	3.106	2.754	GOOD	0.986	2.178	2.654	PROB	2.18	2.179	2.635	GOOD
ASCI	yes									2.957	2.957	3.167	GOOD	1.467	2.374	3.077	PROB	2.1	2.262	2.992	GOOD
ASCI																					
ASCI	yes									2.9	2.9	3.432	GOOD	1.946	2.404	3.306	PROB	2.943	2.597	3.275	GOOD
ASCI	yes	yes	yes	yes	yes	yes	yes			2.5	2.5	3.222	GOOD	1	2.5	3.222	PROB	3.233	2.94	3.223	GOOD
BUS	yes	yes	yes		yes	yes				1.767	1.767	3.532	PROB	2.52	2.185	3.405	GOOD	2.356	2.253	3.29	GOOD
ECOA	yes		yes				yes			1.423	1.233	3.237	PROB	2	1.814	3.248	PROB	2.567	2.106	3.177	GOOD
ECOA	yes	yes	yes	yes			yes			1.8	1.8	3.106	PROB	2.9	2.31	3.09	GOOD	2.433	3.378	3.041	GOOD
ECOA	yes	yes	yes		yes	yes				1.433	1.433	3.104	PROB	2.594	2.861	3.133	GOOD	3.732	3.148	3.203	GOOD
CSC	yes			yes	yes	yes				1.8	1.8	3.396	PROB	3.1	2.94	3.456	GOOD	3.233	3.05	3.441	GOOD
CSC	yes	yes	yes		yes	yes				1.233	1.233	2.678	PROB	2.5	2.175	2.723	GOOD	4	2.54	2.748	GOOD
CSC	yes			yes	yes	yes				1.75	1.75	3.595	PROB	2.233	2.283	3.583	PROB	3.333	2.633	3.566	GOOD
BAVE	yes	yes	yes		yes	yes				1.567	1.567	3.059	PROB	1.619	1.788	2.976	PROB	3.407	2.369	3.009	GOOD
BAVE	yes	yes	yes	yes	yes	yes				1.567	1.567	3.011	PROB	1.8	1.908	2.971	PROB	2.6	2.174	2.948	GOOD
BAVE	yes		yes				yes			1.633	1.633	2.862	PROB	2.48	1.972	2.839	PROB	2.285	2.111	2.784	GOOD
HE	yes									1.829	1.829	3.267	PROB	1.273	2.084	3.26	PROB	2.269	2.159	3.207	GOOD

HE	yes									1.829	1.829	3.267	PROB	1.273	2.084	3.26	PROB	2.269	2.159	3.207	GOOD
EE	yes									1.5	1.5	3.368	PROB	2.567	2.675	3.389	GOOD	3.133	2.871	3.373	GOOD
CRE	yes	yes	yes	yes	yes	yes				1.96	1.96	3.265	PROB	2.5	3.341	3.206	GOOD	3.3	2.534	3.209	GOOD
HE	yes	yes	yes	yes	yes	yes				1.91	2.507	3.782	PROB	2.217	2.371	3.686	GOOD	2.542	2.426	3.621	GOOD
HE	yes	yes	yes	yes	yes	yes				1.711	2.115	3.374	PROB	2.575	2.644	3.364	GOOD	2.825	2.703	3.325	GOOD
HE	yes	yes	yes	yes	yes	yes				3.583	2.46	3.497	PROB	3.06	2.76	3.479	GOOD	2.6	2.7	3.437	GOOD
WFOE	yes	yes	yes	yes	yes	yes				1.892	1.892	2.888	PROB	1.608	2.295	2.892	PROB	2.711	2.497	2.875	GOOD
COMP	yes		yes		yes	yes				1	1	2.22	PROB	2.547	2.061	2.435	GOOD	2.529	2.238	2.455	GOOD
IRK	yes					yes				1.7	1.7	3.512	PROB	3.567	3.1	3.518	GOOD	2.667	2.934	3.434	GOOD
IRK	yes					yes				1.5	1.5	3.373	PROB	3.233	2.667	3.357	GOOD	3.2	2.8	3.348	GOOD
IRK	yes	yes	yes	yes	yes	yes				1.567	1.567	3.069	PROB	3.467	2.517	3.112	GOOD	2.7	2.563	3.084	GOOD
IRK	yes					yes				1.333	1.333	2.75	PROB	1.85	1.9	2.726	PROB	2.35	2.08	2.687	GOOD
IRK	yes	yes	yes		yes					1.425	1.425	3.164	PROB	3.1	2.283	3.216	GOOD	3.667	2.744	3.214	GOOD
ASCI	yes	yes	yes			yes	yes			1.767	1.767	3.076	PROB	2.5	2.575	3.136	GOOD	2	2.329	3.039	GOOD
ASCI	yes				yes	yes	yes			1.233	1.233	3.286	PROB	Wt	Wt	Wt		3.075	2.86	3.423	GOOD
BOHE	yes	yes	yes		yes	yes	yes			1.214	1.214	2.934	PROB	2.965	2.4	2.998	GOOD	2.715	2.505	2.977	GOOD

Probation

Major	Canvas sheet acceptance	Pre-survey	Intro Reflection Assignment	Academic Success pt	Academic coach met	Academic advisor meeting	Post survey reflection	Other notes	F21 Tr	F21 CP	F21 HE	Standing after F1	W21 Tr	W21 CP	W21 HE	Standing after W1	Su21 Tr	Su21 CP	Su21 HE	Standing after Su1
BUS	yes	yes				yes			3.54	3.54	3.262	GOOD	1.144	2.405	3.127	PROB	1	2.181	3.068	PROB
BUS	yes	yes	yes	yes	yes	yes	yes		2.513	2.513	2.734	GOOD	1.867	2.226	2.66	PROB	1.675	2.021	2.56	PROB
BD	yes	yes	yes			yes	yes		3.585	3.132	3.067	GOOD	1.982	2.667	2.993	PROB	1.574	2.326	2.893	PROB
CD									3.44	3.44	3.465	GOOD	1.15	2.154	3.197	PROB	1	2	3.13	PROB
EE	yes	yes	yes	yes	yes	yes			2.733	2.732	2.937	GOOD	2.275	2.557	2.908	PROB	1.342	2.042	2.8	PROB
HE	yes	yes	yes	yes	yes	yes			2.692	2.692	3.556	GOOD	1.469	2.122	3.471	PROB	1.992	2.075	3.402	PROB
ASCI	yes	yes				yes		has never met with an academic advisor	2.667	2.667	3.125	GOOD	1.533	2.1	3.01	PROB	1.85	2.038	2.957	PROB
NOTR	yes		yes			yes			2.567	2.567	3.101	GOOD	1.667	2.117	2.846	PROB	1.6	1.91	2.607	PROB
ASCI	yes		yes			yes			3.143	3.143	2.847	GOOD	1.723	2.459	2.739	PROB	1.5	2.103	2.607	PROB
BUS	yes	yes			yes	yes			1.925	2.136	2.665	PROB	2.3	2.667	2.733	GOOD	1.944	2.428	2.684	PROB
WFOE	yes	yes	yes	yes	yes	yes			1.758	1.758	3.382	PROB	2.667	2.795	3.431	GOOD	1.958	2.471	3.335	PROB
CSC	yes	yes	yes			yes			1.425	1.425	3.175	PROB	1	1.74	3.171	PROB	2.233	1.925	3.102	PROB
HE	yes					yes			1.35	1.35	3.394	PROB	1.627	1.752	3.352	PROB	2.1	1.837	3.278	PROB
CSC	yes	yes	yes	yes	yes	yes			1.9	1.9	3.568	PROB	1.15	2.1	3.543	PROB	1.667	1.914	3.394	PROB
HE	yes	yes	yes			yes			1.861	2.25	3.393	PROB	2.238	2.466	3.271	GOOD	1.564	2.199	3.271	PROB
HE	yes	yes	yes			yes			1.236	1.85	3.313	PROB	1.4	2.091	3.29	PROB	1.711	1.931	3.214	PROB
IRK	yes	yes	yes		yes	yes			1.538	1.538	2.599	PROB	2.675	2.512	2.686	GOOD	1.8	2.381	2.613	PROB
IRK	yes	yes	yes		yes	yes			1.567	1.567	3.098	PROB	2.671	2.2	3.046	GOOD	1.567	2.01	2.921	PROB
IRK	yes	yes	yes		yes	yes			1.285	1.285	2.933	PROB	2.333	1.788	2.898	PROB	2.382	1.965	2.873	PROB
CHEN	yes		yes			yes			1.867	1.867	2.987	PROB	2.182	2.308	2.976	GOOD	1.5	1.957	2.902	PROB

Disqualification

Major	Canvas sheet acceptance	Pre-survey	Intro Reflection Assignment	Academic success plan	Academic coach met	Academic advisor meeting	Post survey reflection	Other notes	F21 Tr	F21 CP	F21 HE	Standing after F1	W21 Tr	W21 CP	W21 HE	Standing after W1	Su21 Tr	Su21 CP	Su21 HE	Standing after Su1
ECOA	yes	yes				yes			2.567	2.567	3.317	GOOD	1.9	2.186	3.132	PROB	1	1.83	2.942	DISQ
ECOA	no								2.025	2.025	2.895	GOOD	1.333	2.017	2.838	PROB	0	1.513	2.671	DISQ
BUS	yes	yes		yes	yes	yes			2.287	2.287	2.803	GOOD	1.825	2.048	2.684	PROB	0.9	1.728	2.535	DISQ
KNE	yes	yes		yes	yes	yes			3.12	3.12	3.124	GOOD	0.35	1.889	2.999	PROB	2	1.909	2.977	DISQ
POY	yes	yes	yes	yes	yes	yes			2.675	2.675	3.031	GOOD	0.308	1.78	2.881	PROB	0.667	1.405	2.737	DISQ
EE	yes		yes			yes			2.778	2.778	3.073	GOOD	0.85	1.606	2.79	PROB	1	1.448	2.633	DISQ
HE	yes			yes	yes	yes			2.7	2.7	3.596	GOOD	0.467	1.025	3.359	PROB	1.467	1.214	3.226	DISQ
EE	yes	yes	yes			yes			2.825	2.825	3.169	GOOD	0.213	2	3.285	PROB	0.782	1.538	3.163	DISQ
BE	yes			yes	yes	yes			2.483	2.483	2.902	GOOD	1.363	2.035	2.84	PROB	0.308	1.355	2.683	DISQ
ASCI	yes	yes	yes			yes			1.7	1.7	2.445	PROB	1.06	1.363	2.348	PROB	1.133	1.274	2.253	DISQ
ASCI	yes			yes	yes	yes			1.583	1.583	2.764	PROB	1.856	1.7	2.709	PROB	2.1	1.845	2.664	DISQ
EE	yes			yes		yes			1.263	1.263	2.247	PROB	2.089	1.56	2.242	PROB	1.956	1.665	2.234	DISQ
HE	yes	yes	yes		yes	yes			1.678	1.678	3.063	PROB	2.108	1.924	2.999	PROB	1.469	1.75	2.896	DISQ
ME	yes	yes	yes	yes	yes	yes			0.529	0.529	3.183	PROB	0	0.185	2.959	PROB	1	0.491	2.839	DISQ
ASCI	no								1.333	1.333	3.074	PROB	1.5	1.429	2.882	PROB	1.65	1.478	2.811	DISQ
ASCI	yes			yes					1	1	2.888	PROB	1.333	1.2	2.725	PROB	0.325	0.811	2.441	DISQ
BD	yes	yes		yes	yes	yes			1.714	1.714	3	PROB	1.325	1.507	2.849	PROB	2.767	1.867	2.843	DISQ
BD	yes	yes	yes	yes	yes	yes			1	1	3.149	PROB	2.754	1.912	3.123	PROB	0.815	1.537	2.982	DISQ
BD	yes	yes	yes	yes	yes	yes			1.846	1.846	3.248	PROB	2.285	2.557	3.274	GOOD	0.885	1.726	3.031	DISQ