



CUESTA COLLEGE

TRANSFER CENTER PLAN 2022-2025

San Luis Obispo County
Community College District

TRANSFER CENTER PLAN 2022-2025

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San Luis Obispo County Community College District

I. Introduction and Standards

The Cuesta College Transfer Center Plan has been developed to ensure a definitive campus commitment to transfer and to provide a planning mechanism for transfer growth. The Plan is a requirement of California Education Code. As stated in the Minimum Program Standards for Transfer Centers in spring 1995, "Education Code section 52027 requires the governing board of each community college district to recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. Additionally, each district was directed to develop and adopt a 'Transfer Center Plan' which would describe the activities of the Transfer Center and the subsequent activities to be provided to students. Initial plans to implement minimum standards were to be directed towards, but not limited to, five areas: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting."

Transfer Program History

The 1960 California Master Plan for Higher Education established transfer from community colleges to baccalaureate institutions as a central element in providing broad educational opportunity. Two pieces of legislation with the focus on implementing transfer and articulation in California resulted in the development of a common intersystem general education core curriculum and transfer center funding (AB 1725) and a comprehensive system of transfer (SB 121).

- Assembly Bill 1725 provided new direction and support for the transfer function to California's Community Colleges. Emphasis was placed on improving the transfer process and removing barriers to transfer.
- SB 121 established that the University of California system, the California State University system and California Community Colleges must work together to ensure a smooth transfer, transition and educational goal completion.

Purpose of the California Community College Transfer Centers

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of transfer efforts. Transfer Centers were directed to incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, students with disabilities and first-generation college students.

Minimum Program Standards¹:

- a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation

¹ As established in Section 51027, Title 5, Part IV of the California Code of Regulations. Language related to underrepresented student groups was modified to be consistent with terminology used in other Cuesta College plans.

and transfer of underrepresented students, including Black/African American, Latinx, Native American/American Indian, students with disabilities, low-income, first-generation and other students historically and currently underrepresented in the transfer process.

- b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the Transfer Center and the services to be provided to students, incorporating the provisions established in the standards outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants to the baccalaureate institutions from these populations, including specific targets for increasing the transfer applications of underrepresented students among transfer students.

II. Transfer Center Plan Components

Recommendations set forth by Section 51027 of the Title 5 Regulations, and approved Cuesta College AP 5120 and BP 5120, outline the following components to be included in the Transfer Center Plan:

1) Required Services

Districts shall:

- a. Identify, contact, and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on Black/African American, Latinx, Native American/American Indian, students with disabilities, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.
- b. Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.
- c. Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.
- d. Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.
- e. Support the progress of transfer students through referral to such services as tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.
- f. Assist students in the transition process, including timely completion and submittal of necessary forms and applications.
- g. In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.

- h. Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

The above required services are outlined in the Transfer Center Goals in section V below. Services are provided directly to students via staff, counselors, workshops, classroom visits, published materials and campus website. The Transfer Center Coordinator and Articulation Officer, in cooperation with baccalaureate institutions, will ensure that transfer path requirements for articulated baccalaureate majors are accurate and available on ASSIST.org website.

2) Facilities

Each district governing board shall provide space and facilities adequate to support the Transfer Center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.

The Cuesta College Transfer/Career Center is located in Room 3131 on the San Luis Obispo Campus. This facility houses the Transfer Center faculty and staff. It includes four offices, a computer lab with 12 student use computers, student work desks, transfer/career resources and university informational materials.

3) Staffing

Each district governing board shall provide clerical support for the Transfer Center and assign college staff to coordinate the activities of the Transfer Center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.

Staffing includes one counseling faculty coordinator, two counseling faculty members, and one transfer center specialist.

4) Advisory Committee

Each district shall designate an Advisory Committee to plan the development, implementation, and ongoing operations of the Transfer Center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

The Transfer Center Advisory Committee will provide review, planning and support for the Transfer/Career Center, and will meet annually in May. The Transfer Center Advisory Committee will include, yet is not limited to: Counseling Faculty; Transfer Center Staff; Dean of Student Services; Vice President of Student Services; Administrators, Faculty and Staff determined appropriate by the Dean of Student Services; and local university representatives as available.

5) Evaluation and Reporting

Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its Transfer Center Plan.

The Transfer/Career Center works closely with the Institutional Research department for ongoing internal evaluation of the effectiveness of Cuesta College's transfer efforts. An Annual Report is submitted to the California Community College Chancellor's Office.

III. Cuesta College Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Cuesta College Transfer/Career Center Mission Statement

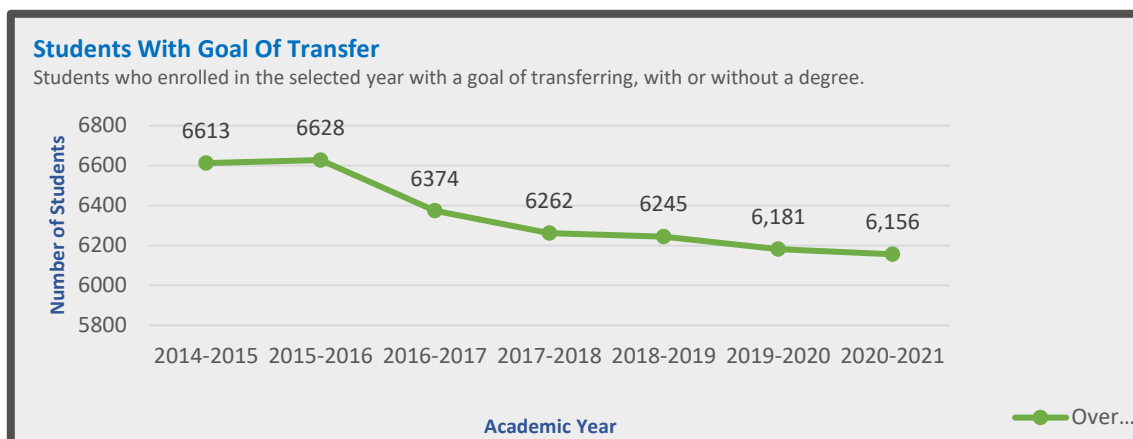
The Cuesta College Transfer Center is committed to helping students achieve their transfer goals by providing accurate, up-to-date information and resources, engaging activities and events, and individualized support for all students.

IV. Transfer Center Goals, Activities, and Performance Measures

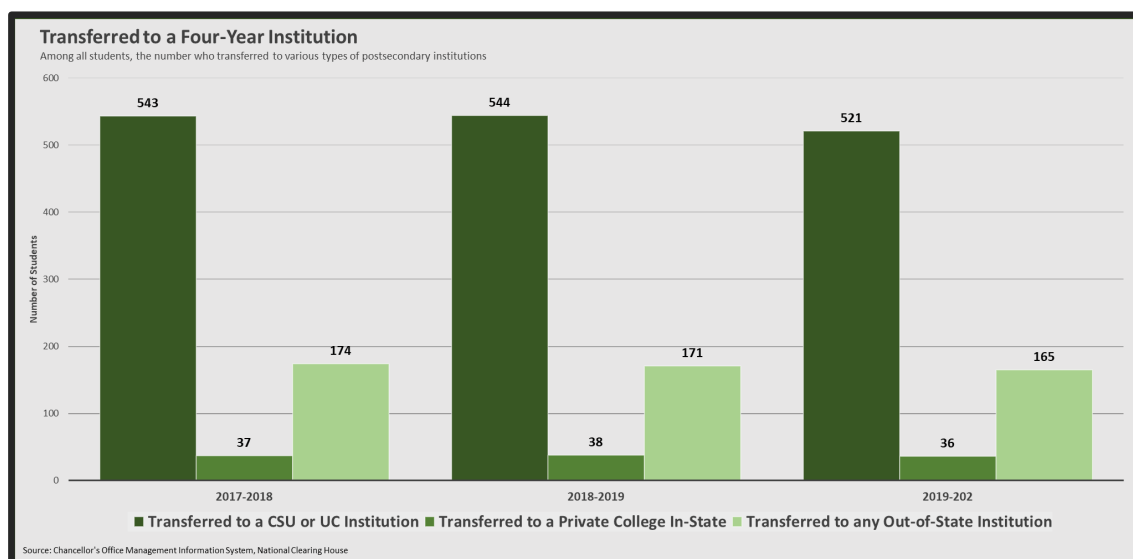
In 2017, the California Community Colleges State Chancellor's office published the California Community College Transfer Recommended Guidelines. The Cuesta College Transfer/Career Center has adopted these goals and has outlined activities to meet these goals along with measures by which we can assess the goals. The Transfer Center Plan is in alignment with the strategic goals of Cuesta College, which thereby aligns with the San Luis Obispo County Community College District Educational Master Plan, Strategic Plan, Student Equity Plan, and the Chancellor's Office Local Vision for Success Goals.

Goal 1:

Increase the number of students who choose the goal of transfer and are prepared to transfer, ensuring the inclusion of underrepresented students and student groups identified by the Student Equity Plan data.



**** Note that enrollment decreased in 2019-2020 & 2020-2021 academic years due to Covid-19 pandemic. Decrease in number of students with transfer goal corresponds with decline in enrollment**



Source: Student Success Dashboard, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

Activities to Meet Goal:

1. Review data annually to determine students with goal of transfer and students prepared to transfer
 - a. Identify students with UC, CSU and Cal Poly specific transfer goal to improve outreach and communication
 - b. Review transfer data on CSU and UC data information centers
 - c. Review CCC student success metrics
 - d. Work with Institutional Research to clarify transfer data needs
 - i. Identify and analyze transfer volume, rate, and preparedness
 - ii. Data to determine disproportionately impacted student groups

- e. Review disproportionately impacted student group information via the Student Equity Plan and develop strategies to address transfer pathways for targeted groups
 - i. Meet with Dean of Equity and the Equity and Student Success Committee as needed
 - f. Transfer Center Director Region 6 meetings four times per year, local CSU/UC/Private universities attend these meetings twice each year to share data
 - g. Annual meetings with Cal Poly Director of Admissions and Outreach Coordinator
- 2. Host topic-specific workshops for all students, with designated dates for underrepresented student groups, including EOPS, CARE, Cal Works, Foster Youth, DSPS and Monarch Center
 - a. Workshops hosted to date include Transfer 101, Choosing Your Transfer Major, UC Transfer-TAP & TAG, CSU Application Workshop, UC Application Workshop, Cal Poly Transfer Overview, Financing Your Bachelor's Degree, Next Steps After Admission
 - b. Collaborate with EOPS, Cal Works and DSPS on workshops and events
- 3. Expand collaboration efforts with Instructional Faculty
 - a. We have offered limited classroom presentations to CSS 225, English and Art Portfolio classes in recent years, and will expand classroom outreach activities to promote application season information in fall and transfer planning information in spring terms
 - b. As Guided Pathways develops at Cuesta College, the Transfer Center Faculty Coordinator will provide pertinent information to each Area of Study (AOS) and share transfer opportunities, updates and reminders to Student Success Teams and AOS instructional faculty so that it can be disseminated to students
 - c. Transfer Center activities such as Transfer Day are promoted to instructional faculty and classroom participation is encouraged
 - d. Presentations at division meetings will be conducted as requested
- 4. Plan, conduct and promote Transfer Season activities (September- January), including:
 - a. The Transfer Center hosts application workshops, application review appointments and drop in assistance to help students with applications to universities
 - b. Each year the University Transfer Day Fair is hosted in October, and typically over 45 university representatives are present
 - c. Email outreach to students who are transfer-ready
 - d. Utilize UC TAP to conduct in-reach messaging to students regarding events and activities at the UC or Cuesta College
 - i. Messaging is used to remind students about UC TAG, UC Preview Days, UC Blue and Gold and Middle-Class Scholarship, UC Application Assistance and reminders and Personal Insight Question workshops

5. Work with Counseling and other Student Services Programs to ensure accurate and up-to-date information, resources and data are presented to students
 - a. Transfer information and updates are shared regularly with the counseling team via Counseling Department meeting presentations and regular transfer email updates
 - i. Update transfer materials annually for undocumented students, in collaboration with Monarch Center, including a guide to 4-year universities with Dream Centers and application instructions for undocumented students
 - b. Attend focused professional development activities which support disproportionately impacted students
 - i. Professional development activities completed in recent past have included Historically Black Colleges and Universities webinar series, Equity Summit, Flex workshops focusing on white privilege and racial/ethnic competency/fluency, Undocumented and Unafraid Student Conversation Panel, Road to Teachers Conference at Santa Ana College, Safe Zone Training, Hispanic Association of Colleges and Universities (HACU) Conference, Latina Leadership Network Statewide Conference, annual UC Ensuring Transfer Success and CSU Counselors conferences
 - c. Provide transfer information to student groups at campus events, including Educate, Cougar Welcome Days, Connect at Cuesta, Cuesta Preview Day, Latina Leadership Network (LLN) club meetings, MEChA club meetings and Dreamers Club meetings

Performance Measures:

1. Annual transfer data, with special attention to underrepresented and disproportionately impacted student groups, as reported from Cuesta College Institutional Research, CSU and UC Statistical Reports and admission/applicant data, Cal Poly San Luis Obispo data and Student Equity Plan data
2. Transfer Center services usage numbers, including workshop attendance, university representative visits, application assistance, Transfer Center Open House and Transfer Celebration attendance, University Transfer Day attendance
3. Number of ADTs awarded

Goal 2:

Increase the percentage of underrepresented students and disproportionately impacted students who prepare to transfer and who actually transfer.

Underrepresented Student Groups Identified by the California Community College Chancellor's Office

- Black/African American
- Latinx
- Native American/American Indian
- Students with Disabilities
- Low-income

- First-generation college students

Cuesta College CSU Admission Data – 2019-2021 (Disaggregated)*

Fall 2021	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	198	170	86%	100
White	420	363	86%	232
Asian American	19	14	74%	9
Two or more races	37	32	86%	15
Unknown	48	41	85%	25
Black/African American	6	5	83%	3
TOTAL	747	642	86%	396
Fall 2020	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	212	189	89%	119
White	430	380	88%	229
Asian	24	23	96%	12
Two or more races	47	41	87%	25
Unknown	33	26	79%	19
Black/African American	0	0	0	0
TOTAL	771	684	89%	418
Fall 2019	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	198	166	84%	90
White	451	410	91%	238
Asian	22	19	86%	12
Two or more races	53	45	85%	23
Unknown	48	43	90%	23
Black/African American	10	0	0	0
TOTAL	808	714	88%	405

Source: CSU Data Center, Institutional Research & Analyses Enrollment Dashboards

**Upward trajectory Fall 2019 to Fall 2020 for Latinx students in all areas- applicants, admits, enrolled students. Decreases seen in Fall 2021 admit rates for all groups except Black/African American.

Cuesta College UC Admission Data – 2019-2021 (Disaggregated)*

Fall 2021	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	66	48	73%	31
White	162	125	77%	62
Asian	19	11	58%	8
American Indian	3	N/A	N/A	N/A
Unknown	3	N/A	N/A	N/A
Black/African American	7	4	57%	N/A
TOTAL	263	194	74%	107
Fall 2020	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	66	50	76%	28
White	146	102	70%	58
Asian	20	18	90%	8
American Indian	5	3	60%	N/A
Unknown	N/A	9	N/A	N/A
Black/African American	7	3	43%	N/A
TOTAL	257	185	72%	99
Fall 2019	Application	Admitted	Admit Rate	Enrolled
Hispanic/Latino	61	40	66%	24
White	140	105	75%	54
Asian	16	11	69%	6
American Indian	5	3	60%	N/A
Unknown	6	5	83%	4
Black/African American	N/A	3	N/A	N/A
TOTAL	232	167	72%	92

Source: UC System Infocenter- Admissions by source school

**Increases seen in Fall 2021 admit rates for total students, Black/African American and White student groups. Number of enrolled students has increased for all groups

Activities to Meet Goal:

1. In 2021 the Cuesta College Transfer Center launched a grant funded program called University Bound. The University Bound Program is a support program within the University Transfer/Career Center designed to provide intentional and comprehensive transfer support to students from groups who have been traditionally underrepresented in education (such as racially minoritized students, first-generation college students, students with disabilities, students from low-income households, foster youth, and undocumented students).
 - a. There are currently two cohorts of students and 142 students in the program. The program goals include: inform students of all essential information related to successful transfer (major/university requirements, transfer process and timeline, online resources, financial considerations and planning), guide students through the progression of critical transfer steps (ensuring completion and accuracy), connect students with each other, Counselors, University Representatives, Success Coaches, Financial Aid Specialists and Peer Mentors, engage students with strategic and cordial email outreach and proactive advising when needed, create memorable

- experiences that inspire and motivate (i.e., campus tours, graduation celebration), monitor enrollment, CSEP (Comprehensive Student Educational Plan) completion, workshop attendance, and academic progress of each student, and collect/review data to determine program effectiveness and identify areas that need improvement
- b. University Bound will provide students with the knowledge required to make informed decisions in their development of a plan, assist students through the transfer process, and ensure a successful transition from Cuesta College to a four-year university
- 2. Review data annually to determine students with goal of transfer and students prepared to transfer
 - a. Identify students with UC, CSU and Cal Poly specific transfer goal to improve outreach and communication
 - b. Review transfer data on CSU and UC data information centers
 - c. Review CCC student success metrics
 - d. Work with Institutional Research to clarify transfer data needs
 - i. Identify and analyze transfer volume, rate, and preparedness
 - ii. Data to determine disproportionately impacted student groups
 - e. Review disproportionately impacted student group information via the Student Equity Plan and develop strategies to address transfer pathways for targeted groups
 - i. Meet with Dean of Equity and the Equity and Student Success Committee as needed
 - f. Transfer Center Director Region 6 meetings four times per year, local CSU/UC/Private universities attend these meetings twice each year to share data
 - g. Annual meetings with Cal Poly Director of Admissions and Outreach Coordinator
- 3. Host topic-specific workshops for all students, with designated dates for underrepresented student groups, including EOPS, CARE, Cal Works, Foster Youth, DSPS and Monarch Center
 - a. Workshops hosted to date include Transfer 101, Choosing Your Transfer Major, UC Transfer-TAP & TAG, CSU Application Workshop, UC Application Workshop, Cal Poly Transfer Overview, Financing Your Bachelor's Degree, Next Steps After Admission
 - b. Collaborate with EOPS, CARE, Cal Works and Foster Youth and DSPS on workshops and events
- 4. Expand collaboration efforts with Instructional Faculty
 - a. We have offered limited classroom presentations to CSS 225, English and Art Portfolio classes in recent years, and hope to expand classroom outreach activities to promote application season information in fall and transfer planning information in spring terms
 - b. As Guided Pathways develops at Cuesta College, the Transfer Center Faculty Coordinator will provide pertinent information to each Area of Study (AOS)

- and share transfer opportunities, updates and reminders to Student Success Teams and AOS instructional faculty so that it can be disseminated to students
- c. Transfer Center activities such as Transfer Day are promoted to instructional faculty and classroom participation is encouraged
- d. Presentations at division meetings will be conducted as requested
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 - b. Each year the University Transfer Day Fair is hosted in October, and typically over 45 university representatives are present
 - c. Email outreach to students who are transfer-ready
 - d. Utilize UC TAP to conduct in-reach messaging to students regarding events and activities at the UC or Cuesta College
 - i. Messaging is used to remind students about UC TAG, UC Preview Days, UC Blue and Gold and Middle-Class Scholarship, UC Application Assistance and reminders and Personal Insight Question workshops
- 6. Work with Counseling and other Student Services Programs to ensure accurate and up-to-date information, resources and data are presented to students
 - a. Transfer information and updates are shared regularly with the counseling team via Counseling Department meeting presentations and regular transfer email updates
 - i. Update transfer materials annually for undocumented students, in collaboration with Monarch Center, including a guide to 4-year universities with Dream Centers and application instructions for undocumented students
 - b. Attend focused professional development activities which support disproportionately impacted students
 - i. Professional development activities completed in recent past have included Historically Black Colleges and Universities webinar series, Equity Summit, Flex workshops focusing on white privilege and racial/ethnic competency/fluency, Undocumented and Unafraid Student Conversation Panel, Road to Teachers Conference at Santa Ana College, Safe Zone Training, Hispanic Association of Colleges and Universities (HACU) Conference, Latina Leadership Network Statewide Conference, annual UC Ensuring Transfer Success and CSU Counselors conferences
 - c. Provide transfer information to student groups at campus events, including Educate, Cougar Welcome Days, Connect at Cuesta, Cuesta Preview Day, Latina Leadership Network (LLN) club meetings, MEChA club meetings and Dreamers Club meetings

Performance Measures:

1. Number of students seen in EOPS, DSPS, Monarch Center workshops
2. Number of students participating in events
3. Number of underrepresented and disproportionately impacted students who choose transfer as their goal (requires data from Institutional Research)
4. Number of students in underrepresented or disproportionately impacted student groups who transfer to 4-year institutions (requires data from Institutional Research)
5. University Bound persistence and completion data

Goal 3:

Work with campus governing boards, administrators and Academic Senate to ensure the transfer of students is a high priority of the campus and campus policies and procedures support the transfer process.

Activities to Meet Goal:

1. Conduct annual Advisory Committee meeting in May and present transfer data and considerations
2. Present as needed throughout the year to Division Chairs, academic divisions, Equity and Success Committee, Guided Pathways Team, College Council, etc.
3. Provide professional development opportunities for instructional faculty regarding transfer programs and pathways
4. Work with faculty to provide customized transfer presentations in classrooms
5. Serve on committees/task forces with a high transfer focus as part of college governance to bring transfer to the forefront
 - a. Guided Pathways Implementation Team (Transfer Center Coordinator)
 - b. Curriculum Committee (Articulation Officer)
 - c. Work closely with Admissions and Records, Evaluations and Articulation Officer to strengthen procedures related to transfer including the ADT verification process and General Education Certification process
6. Examine transfer pathways and explore interventions and/or modifications when needed
 - a. Meeting with Cal Poly to discuss impact of Transfer Selection Criteria updates
 - b. Associate Degrees for Transfer
7. Work with Region 6 Transfer Center Directors to determine best practices at other California Community Colleges
8. Monitor transfer related information in the college materials and documentation, including Cuesta College Catalog, Transfer Center Website and Online Orientation

Performance Measures:

1. Faculty, staff and administration attendance at annual Advisory Committee meeting
2. Number of meetings with faculty, administrators, and staff regarding transfer
3. Committee participation of Transfer Center faculty, with focus on committees which have impact on underrepresented and disproportionately impacted student groups
4. Number of meetings with Regional and local Transfer Center Directors
5. Number of meetings with administrators, counselors, faculty, Admissions and Records staff, and Evaluators related to transfer processes and procedures, with special attention to meetings regarding issues impacting underrepresented/disproportionately impacted student groups

Goal 4:

Ensure that students obtain accurate and timely academic advising, transfer information and services through the Transfer Center, Counseling Department, and all other programs that support transfer students.

Activities to Meet Goal:

1. Outreach to current students which includes emailing a monthly newsletter to students with information on upcoming events, transfer updates, etc., utilizing the Transfer Center CANVAS to message students' pertinent information, and promotion of Transfer Center activities via website, campus signage, sandwich boards
 - a. Emphasize social media as a communication tool
 - b. Information tables out front during high traffic times
2. Host topic-specific transfer workshops on a regular basis and update content as needed
 - a. Workshops hosted to date include Transfer 101, Choosing Your Transfer Major, UC Transfer-TAP & TAG, CSU Application Workshop, UC Application Workshop, Cal Poly Transfer Overview, Financing Your Bachelor's Degree, Next Steps After Admission
3. Work with all Counseling areas to ensure accurate information and data is presented to students
 - a. Information updates provided to Counseling Department via meeting presentations, email updates, Counseling retreat, Transfer Advisory Meeting and FLEX presentations
 - b. Annual updates on UC TAG, CSU/UC application, Cal Poly admissions or major requirement changes, UC updates from annual Ensuring Transfer Success conference, Region 6 meeting updates and CSU/UC transfer data
4. Expand on collaboration efforts with Instructional Faculty to present transfer information to students
5. Plan, conduct and promote Transfer Season activities (September- January)

- a. The Transfer Center hosts application workshops, application review appointments and drop in assistance to help students with applications to universities
- b. Each year the University Transfer Day Fair is hosted in October, and typically over 45 university representatives are present
- c. Email outreach to students who are transfer-ready
- d. Utilize UC TAP to conduct in-reach messaging to students regarding events and activities at the UC or Cuesta College
 - i. Messaging is used to remind students about UC TAG, UC Preview Days, UC Blue and Gold and Middle-Class Scholarship, UC Application Assistance and reminders and Personal Insight Question workshops
- e. University representative visits and presentations
- 6. University representative presentations to counseling department during monthly meetings
- 7. Ensure that information on the Transfer Center Website is accurate and updated as needed
- 8. Collaborate with Financial Aid to promote college affordability, inform students about Financial Aid opportunities, scholarships, including the UC Blue and Gold and UC Middle Class Income Scholarship
- 9. Transfer Celebration in May with information on next steps and university campus contacts
- 10. Monitor Cuesta student specific Cal Poly transfer data to increase knowledge of admission practices
 - a. Attend all appropriate conferences for updated transfer information including the CSU Counselor's Conference, UC Ensuring Transfer Success conference and annual Transfer Summit in March

Performance Measures:

- 1. Number of social media "hits"
- 2. Number of presentations conducted to counselors
- 3. Number of conferences attended related to transfer
- 4. Number of Transfer Center workshops and participants, with special attention to number of students in underrepresented/disproportionately impacted student groups
- 5. Number of university representative visits

Goal 5:

Ensure the University Transfer Center meets the needs of students and promotes the goal of transfer and values of Cuesta College.

Activities to Meet Goal:

- 1. Update transfer information online and in orientations regularly

2. Host topic-specific transfer workshops on a regular basis and update content as needed
 - a. Workshops hosted to date include Transfer 101, Choosing Your Transfer Major, UC Transfer-TAP & TAG, CSU Application Workshop, UC Application Workshop, Cal Poly Transfer Overview, Financing Your Bachelor's Degree, Next Steps After Admission
3. Maintain university information take-aways in the Transfer Center, post updates and relevant transfer information
4. Continually ensure that Transfer Center website is up-to-date
 - a. Regular postings of events and activities at universities
5. Transfer Center Open House in August and Transfer Celebration event in May
6. University representative visits and tabling in office
7. Wall of "transfer tips" from past students, inspiration wall with diverse students represented

Performance Measures:

1. Number of students attending Transfer Center workshops, with special attention to number of students in underrepresented/disproportionately impacted student groups
2. Number of students attending Transfer Day
3. Number of changes to website made monthly

V. Assessment Plan

Assessment is an on-going systematic process of collecting and interpreting data to continually improve the services to students and develop or modify program components. Having an assessment plan in place will allow the Cuesta College Transfer Center to determine the value of activities; apply standards for judging quality and effectiveness; and ideally optimize results.

Goals for Transfer Center workshops and activities:

- 1) Determine appropriate scale of activity
- 2) Continually evaluate and modify based on assessment allowing improvements to best meet the needs of students



SAN LUIS OBISPO COUNTY
COMMUNITY COLLEGE DISTRICT
P.O. Box 8106
San Luis Obispo, California 93403-8106
(805) 546-3100

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