

2017 Innovation Mini-Grant – FINAL REPORTING



This form is required for your Innovation Mini-Grant. Please feel free to add any attachments regarding your project. Photos and videos are especially welcome. If you have any questions, or need any help completing this form, please contact Amy Schutter, Director of Grant Development, at 242-7534 or aschutter@shastacollege.edu. Please submit this completed form to the Office of Grant Development no later than **March 31, 2019**. Thank you for your support and dedication to innovation at Shasta College!

Project:	Transfer Academy	Grant No.:	2017-09
Grantee(s):	Daniel Valdivia – Enrollment Services (Counselor/Transfer Center Coord.)		

Section 1: Narrative

1. What were the key activities of this grant?

The purpose of this grant was to advertise and recruit transfer students to be a part of a cohort, called Transfer Academy. Criteria for being able to participate were created and students were required to apply in order to participate. The Transfer Academy's main purpose was to encourage transfer students to attend transfer-related activities in order to increase the likelihood of them transferring to a university. Students that attended transfer-related activities, such as workshops, field trips and meetings with university representatives, would receive incentives for their attendance throughout the academic year. By promoting transfer-related activities, we also hoped to see an increase in attendance for these activities, which are open to the student body, not just Transfer Academy students.

2. What aspects of the activities and/or grant were successful?

We were successful in recruiting students to be a part of the Transfer Academy. Our goal was to recruit 150 students for the program. The total number of students served was 166 over the course of the grant period. We are still waiting to receive some data on how many students in the program successfully transferred.

3. How was/is this grant beneficial to Shasta College students?

Students were able to have a program in which they felt a part of. They were able to connect with an office, staff, and a cohort of students in which they had common interests with. One of the main benefits provided to Transfer Academy students was receiving priority for appointments with designated transfer counselors. Instead of having to wait, what can often be one to two weeks for a 30 minute scheduled appointment with a transfer counselor, we set aside appointments specifically for Transfer Academy students. Our students could often get an appointment the same day or within a few days. This service provided a crucial need to the transfer students, who often face multiple challenges within the transfer process.

4. What aspects of the activities/and/or grant were challenging?

It was difficult to get more Transfer Academy students to attend the transfer-related activities. This has been an issue, even when serving the student body at-large. I believe that this is related to the timing and convenience of these activities. Students are not opting to stay on campus for extended periods of time. They tend to come for their classes and leave promptly after they end, having little time in between classes to participate in activities outside of the classroom.

5. What, if anything, would you do differently if you could do this over again?

I would provide students with more options to complete transfer-related activities, such as online workshops, online campus tours, and online meetings with university representatives. I would also put more emphasis on seeing the transfer counselor more regularly and deemphasize the incentives that students received for attending the transfer-related activities.

6. Please provide any data you have obtained regarding this project, whether reflecting success or otherwise. (Consult the Research Office if you need assistance with data collection.)

Please see attached "Shasta College Transfer Center Student Survey Results, Spring 2018" that were given to Transfer Academy students late in the spring semester of 2018.

7. If this project is scalable, please describe the method by which scaling up could take place, and which areas might benefit from lessons learned through this project.

If this project were to be scaled, there would need to be more counselors designated to see these Transfer Academy students in order to provide them with prompt and high quality counseling. Only myself and one other counselor set aside time to see Transfer Academy students each day. There would also need to be additional office support in order to maintain the inner-workings of the program. We only had one staff member serving the Transfer Academy, and that person had many other Transfer Center duties to continue to support. If scaling were to take place, I could see how it would benefit all transfer students. Especially those students that are not already in a support program on campus. Since the Transfer Academy did not have any income criteria or criteria related to parent education level, it opened the door to students that

may not be eligible for other programs such as EOPS or TRIO. Transfer Academy students could be in a program such as those and ours, simultaneously. All programs on campus that incorporate a cohort of students would benefit from knowing that providing priority counseling appointments and providing online resources for our students can benefit our students who need crucial information quickly and conveniently.

Section 2: Demographics

Please complete the following table which tells Shasta College about who you served with this grant.

Category	Unduplicated Number Directly Served	Unduplicated Number Indirectly Served (estimated)	Notes
SC Faculty	Not Applicable	Not Applicable	
SC Students	166	Not Applicable	Transfer Academy students were served in multiple ways. Appointments with a TA counselor: 472 Campus Visits: 54 Workshops: 77 University Rep appts: 43
SC Campus (in General)	130	Not Applicable	Our Transfer Academy student worker presented to classes promoting the Transfer Academy and Transfer Center services.
Other Constituents	Not Applicable	Not Applicable	

Section 3: Project Expenditures

Attach a copy of the completed 2017 Approved Mini-Grant Budget & Worksheet

APPROVED INNOVATION MINI-GRANT BUDGET & WORKSHEET

PROJECT NAME:		2017 Transfer Academy			
BUDGET ITEM	DESCRIPTION	APPROVED BUDGET	EXPENSES 7/1/17 – 6/30/18	EXPENSES 7/1/18-12/31/18	BALANCE
PERSONNEL /BENEFITS					
Faculty Professional Expert \$50/hr					
Associated Benefits = 9.609% multiplied by Faculty Professional Expert Costs					
Faculty Stipend (STRS applicable work, all other work paid as Faculty Professional Expert)					
Associated Benefits = 26.28% multiplied by Stipend Amount					
Temporary Employee (Non-Bargained Classified Work)					
Associated Benefits = 9.609% multiplied by Temp. Employee Costs					
Student Worker Costs 237000	2 workers, 5hrs/wk each @ 10.50hr, 34 wks/yr*	3570.00	1003.25	0	2566.75
Associated Benefits = 1.809% multiplied by Student Worker Costs 364000=70.00 /354000=5.00		75.00	19.86	0	55.14
Contracted Work					
SUPPLIES					
Bookstore Vouchers					
Textbooks					
Printing 590500	Flyers, posters, 4-ups and pull-up banners	800	0	0	800
Supplies & Materials					
Event Refreshments 439900	Lunch & Learns and Transfer Celebration	3150.00	2640.14	1,123.86	-614.00
Capital Outlay					
Equipment (\$0- 4999.99) Not Tagged 640000	Two Tablets for outreach appt. scheduling	400	0	0	400
Equipment (\$5000. or greater) Tagged					
TRAVEL					
Transportation -Student Field Trips					
Field Trip Expenses					
OTHER					
Video 573000		4500.00	4500.00	0	0
Transfer Celebration 439900		2000.00	1034.30	4,372.51	-3406.81
Transfer Week/Day 439900		1000	0		1000
*Note: Student Worker Wage is currently @ \$11.00 per hour and will increase to \$12.00 per hour January 1, 2019.					
TOTALS		\$15,495.00	\$9,197.55	\$5,496.37	\$801.08





SHASTA COLLEGE TRANSFER CENTER

STUDENT SURVEY RESULTS, SPRING 2018

RESPONDENTS

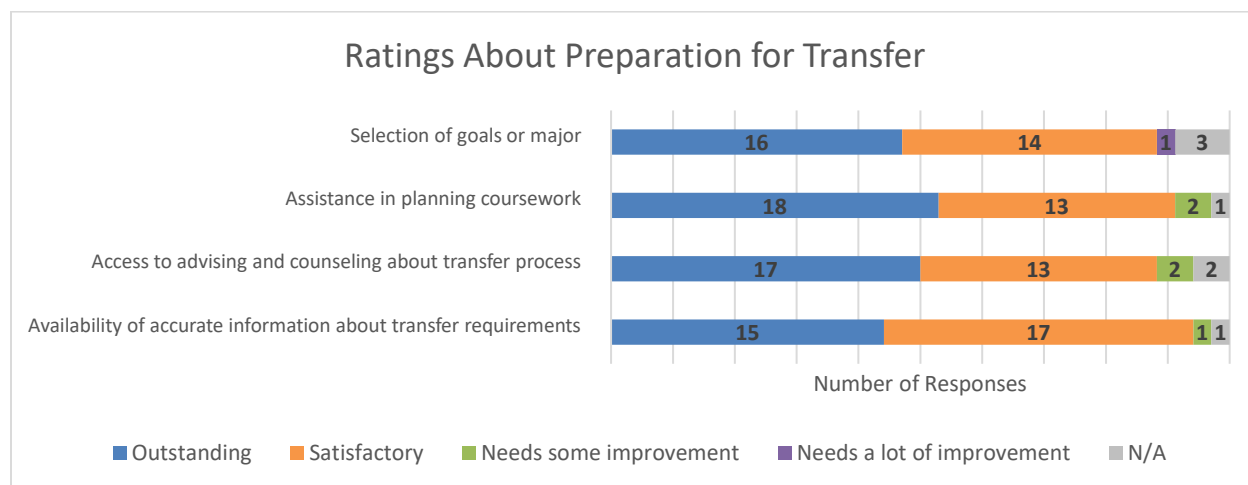
Thirty-four students completed the Transfer Center Survey in Spring 2018. A majority of students (88%) indicated they began attending Shasta College with the intention of transferring to a 4-year college or university. Almost half of respondents (47%) plan to transfer to a CSU, 38% to a UC, 9% plan to transfer to Simpson, and 6% to an out of state university. Twenty-one percent of respondents have applied for a UC TAG and 53% percent of respondents plan to receive a CSU ADT.

TRANSFER CENTER RESOURCES

When asked to rank the resources offered by the Transfer Center in order of most helpful to least helpful, students indicated that appointments with a Shasta College Transfer Counselor/Coordinator were the most helpful, followed by Transfer Center workshops, field trips to universities, meetings with representatives from universities and, lastly, meetings with a Shasta College Transfer Center assistant.

RESPONSES TO STATEMENTS ABOUT PREPARATION FOR TRANSFER

Overall, students rated the Transfer Center highly in terms preparation for transfer. Students indicated that the Transfer Center provides “outstanding” or “satisfactory” availability of accurate information, access to advising, assistance in planning, and selection of goals. See the chart below for all responses.



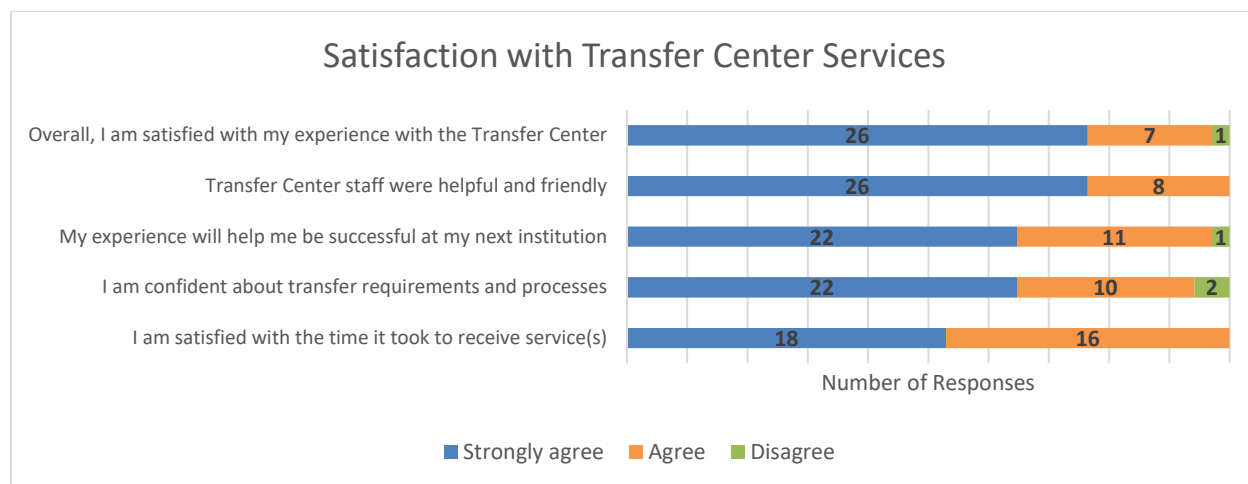
Comments about Preparation for Transfer:

- I've only had a few “unsure” answers about my transfer related questions, but the counselor will always go out of their way to find the right answer for me. I understand it probably gets confusing with so many schools and then all having different requirements. Only once have I been given an answer that wasn't accurate, but another counselor fixed it.

- I have meet with my other counselors & I get told to take classes that my transfer counselor has said not to.
- The counselors will really listen to what you are interested in achieving and will work with you to plan your classes accordingly. They always offer good recommendations if you are unsure or not good at a certain subject.
- Some students are transferring to out of State universities and I would recommend to have out of state information too.

SATISFACTION WITH TRANSFER CENTER SERVICES

When asked to indicate their level of agreement or disagreement with the services received from the Transfer Center, students overwhelmingly agreed that they were satisfied with their experience. See the chart below for all responses.



NOTE. Response option removed from chart if no responses (i.e., no respondent chose “strongly disagree” as a response therefore it was removed from the legend in the above chart)

Comments about Satisfaction with Transfer Center Services:

- Sometimes it takes a long time to get an appointment, even in the transfer academy, but that’s not something the counselors can help.
- Every time I have a question, a counselor is almost always immediately ready to answer it for me.
- When I started Shasta College, I was really concerned about how I would transfer and what I needed to transfer. Having access to the Transfer Center has made me much more confident in the classes I am taking and my ability to transfer.
- Everyone in the Transfer Center is always kind and patient.
- Sometimes the front desk workers are not very nice.

RESPONSES TO OPEN-ENDED QUESTIONS:

What barriers or frustrations have you experienced with transferring?

- Paperwork
- Out of date-ness of Assist at times.
- My personal qualms over the decision making process.
- I have a child and I have a very limited income. But the transfer academy is great helping me figure these things out
- Knowing what to do once accepting admissions
- Just the general transition for CC to university has really made me nervous
- Maintaining a stable GPA.
- Schedule conflicts which didn't allow me to take classes that I wanted to take before I transfer.
- prerequisites for universities
- Finding out the information for out of State. I was planning to transfer to a university in Oregon however I did not know any information about a particular school up there at the transfer center, so I was struggling what to do.
- Applying to UC's, which you guys helped with through the workshops.
- I have yet to transfer and as of this time will not be able to for a while.
- Barriers that i struggle with is paperwork and requirements. I want to make sure that i am turning in the paperwork I need and that what i turn in is correct
- Mainly financial planning
- I have not faced any particular frustrations or barriers in regards to transferring.
- I was frustrated to find out that there was more information I did not know about transferring.
- Understanding the actual transfer application.
- I was going to transfer to CSUMB in the fall of this year, but I failed one of my classes and ended up dropping all of them because I didn't believe I was capable of finishing all my units (due to a personal issue). Despite this, I spoke to a counselor and they reassured me dropping my classes wouldn't have an impact on my transfer and I would still be on track to transfer fall of 2019.
- Have not transferred yet....
- Not starting in the transfer academy. I was on the wrong track which prevented me from using my TAG for the school I wanted to attend

What suggestions do you have for improving the effectiveness of the Transfer Center?

- Paperwork help and dates
- More councilors like Mr. Valdivia and Ms. Randawa.
- More seating
- I don't know
- None! They are very helpful and care much about their work and helping to make the transfer process easier and understandable :)
- Let people know about the prizes they can get for being bronze/silver/gold level
- I think the TC has given me all that I could ever ask for.

- Offer more of an insight in terms of tutoring on campus. And Keys to being successful in college (i.e, reaching out to teachers, and other staff that may help)
- Make the requirements easier to meet... I have classes ALL THE TIME and can't make the events. As of right now I will be withdrawing from the academy until it is closer for me to transfer...
- To have transfer support groups for students who feel stressed with the transfer process. These groups would be designed for students to support students as they are going through the transfer process such as paperwork, requirements, and other transfer related things.
- Nothing, still a brand new program that is still in progress
- No suggestions, doing very well
- I was not dissatisfied by the Transfer Center, and so do not have any real critiques or criticisms that may be used for improvement.
- Somehow relaying information more effectively.
- More one on one and more get togethers
- To have more current up to date information
- Nothing!
- Counselors should get together before telling students different things.
- I think that the Transfer Center is very effective as is.
- Heavily focus on incoming students and heavily expressing the understanding of different paths for GE

Is there anything else you'd like to share?

- The transfer center is lovely!
- Thank you! :)
- No, everything's great! ??
- Transfer Center was great!
- Nope. Thank you for your help!
- You are all great, but you also need to realize life happens and sometimes requirements are not met in a timely manner. I talked to reps this year, but there needs to be better ways to track that.
- n/a. I appreciate the resources, help, and guidance that transfer center has given me
- You guys are great
- Thank you for having this as an available resource for students
- Thank you all of you for being so welcoming and helping. It is under appreciated, the work all of the staff in the Transfer Center does.
- Sonia is a very good & helpful counselor.
- I'd like to say that Daniel Valdivia is my favorite counselor at Shasta College. He always has a smile on his face and makes me feel confident about my future transfer to a 4-year university.
- Overall very good