

# Transfer Center

## SEA Project Annual Goals Cover Sheet



**Over-arching issues we are trying address:** Increase the number of DI students who transfer to a four-year university to earn their bachelor's degree.

Group Targeted for Intervention:		Metrics:	SEA Funding:
<input type="checkbox"/> LatinX <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Hawaiian/Pac Is. <input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Course Completion <input type="checkbox"/> Retention <input type="checkbox"/> xfer ENGL in 1 Year <input type="checkbox"/> xfer Math in 1 Year <input type="checkbox"/> Access <input type="checkbox"/> Other _____	Number of Students Served <u>3,118</u> SEA Funding Amount \$ _____ SEA Accounts for _____% of Program
<input type="checkbox"/> New Students <input type="checkbox"/> First Gen <input type="checkbox"/> DSPS <input type="checkbox"/> LGBT <input type="checkbox"/> Veterans <input type="checkbox"/> Other _____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> Matriculation <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Attain Living Wage <input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>  (O = Overall project/S = SEA funded) <b>O   S</b> <b>Personnel</b> (working directly on project) <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Classified Staff <input type="checkbox"/> Student Employees (peers) <input type="checkbox"/> STNC  <b>Materials</b> <input type="checkbox"/> Supplies <input type="checkbox"/> Printing/Graphics <input type="checkbox"/> Textbooks/Magazines/Periodicals  <b>Services</b> <input checked="" type="checkbox"/> Travel, Workshops <input type="checkbox"/> Equipment Leases/services <input type="checkbox"/> External services/contracts  <b>Equipment/Capital Outlay</b> <input type="checkbox"/> Furniture <input type="checkbox"/> Technology equipment/software <input type="checkbox"/> Instructional/Non-Inst. Equipment  <b>Direct Student Support</b> <input type="checkbox"/> Supplies given to students (meal vouchers, books, etc.) <input type="checkbox"/> Childcare <input type="checkbox"/> Awards (given for an award received)	What are you specifically doing? <i>Check all that apply.</i>  (O = Overall project/S = SEA funded) <b>O   S</b> <b>Direct Work with Students</b> <input checked="" type="checkbox"/> 1:1 work with students <input checked="" type="checkbox"/> Work with groups of students <input checked="" type="checkbox"/> Work with students prior to college entry  <b>Support Activities</b> <input type="checkbox"/> Financial or material assistance (\$, books, etc.) <input checked="" type="checkbox"/> Academic support or preparation <input checked="" type="checkbox"/> Life, career or other skill building <input checked="" type="checkbox"/> Matriculation step support  <b>Educational Activities</b> <input checked="" type="checkbox"/> Educational programs or workshops <input checked="" type="checkbox"/> Educational planning <input type="checkbox"/> Curriculum development  <b>Practitioner-focused Activities</b> <input type="checkbox"/> Professional/staff development <input type="checkbox"/> Research  <b>Other</b> <input type="checkbox"/> Technology tools or software <input checked="" type="checkbox"/> Marketing, Publicity, PR <input checked="" type="checkbox"/> Referral/Utilization of services Other <input type="checkbox"/> _____	Areas where you expect to see change. <i>Check all that apply.</i> ( <a href="#">Credit to Learning Reconsidered 2</a> )  <b>Cognitive Complexity</b> <input type="checkbox"/> Critical thinking <input type="checkbox"/> Reflective thinking <input type="checkbox"/> Effective reasoning <input type="checkbox"/> Intellectual flexibility <input type="checkbox"/> Emotional/cognitive integration <input type="checkbox"/> Identity/cognitive integration  <b>Knowledge</b> <input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition) <input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration) <input type="checkbox"/> Relate knowledge to daily life (application) <input type="checkbox"/> Career decidedness <input type="checkbox"/> Technological competence  <b>Humanitarianism</b> <input type="checkbox"/> Understanding and appreciation of human difference <input type="checkbox"/> Cultural competency <input type="checkbox"/> Social responsibility  <b>Civic Engagement</b> <input type="checkbox"/> Sense of civic responsibility <input type="checkbox"/> Commitment to public life through communities of practice <input type="checkbox"/> Engage in principled dissent <input type="checkbox"/> Effective in leadership  <b>Inter/Intrapersonal Competence</b> <input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding <input type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting <input type="checkbox"/> Meaningful relationships <input type="checkbox"/> Interdependence <input type="checkbox"/> Collaboration <input type="checkbox"/> Ability to work with people different from self	The impact you expect to have. <i>Check all that apply.</i>  <b>INVITED &amp; WELCOMED</b> <input checked="" type="checkbox"/> <input type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community. <input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs. <input type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.  <b>GUIDED &amp; SUPPORTED</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track. <input checked="" type="checkbox"/> Students have a goal and know how to achieve it. <input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.  <b>ENGAGED &amp; EMPOWERED</b> <input checked="" type="checkbox"/> <input type="checkbox"/> Students actively contribute to the college community. <input type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute. <input type="checkbox"/> Students actively participate in class and extracurricular activities. <input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.

# 2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students Served	Students Enrolled	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
<b>Transfer Center</b>	Student Support	Amy Merkel	3,118	5,353	1-5	\$	%

Please type in your responses to the below questions within the space provided.

**Summarize your projects' overall goals and/or intentions for students.**

Our primary goal is to increase the number of students who access the Transfer Center by providing direct outreach to student target populations and increasing counseling services in the Transfer Center. Our outreach efforts include the general campus, as well as targeting math and English courses, learning communities, and counseling courses. Our intention is to educate students on the services available in the transfer center and support their educational pursuits to transfer and earn a bachelor's degree.

**Please describe the specific activities supported by SEA funds.**

- Transfer Specialist provided in-reach presentations to a wide variety of campus courses, including large lecture classes to reach more students as well as outreach to the Tu Eres La Diferencia at SSU and the Financial Aid Fair
- Transfer Specialist participated in college-wide orientations to educate new students on the services provided in the Transfer Center, including Welcome Day, Athletics, International Students, etc.
- Transfer Specialist collaborated with other student support programs to organize field trips to four-year universities in 2019-20
- Transfer Counselor provided in-reach presentations to classes that go into greater depth on transferring to a four-year university
- With the addition of the Transfer Specialist and Counselor, student appointment offerings have increased as have workshop offerings

**Share any highlights or achievements your group had during the year – refer to the following data if applicable.**

The Transfer Center is reaching equity target groups as seen through Headcount & Proportion:

- 46% Latinx compared to 38% for the District
- 3.6% African American compared to 2.5% for the District
- 11.4% DSPS compared to 7.6% for the District
- 38% Low Income compared to 32% for the District

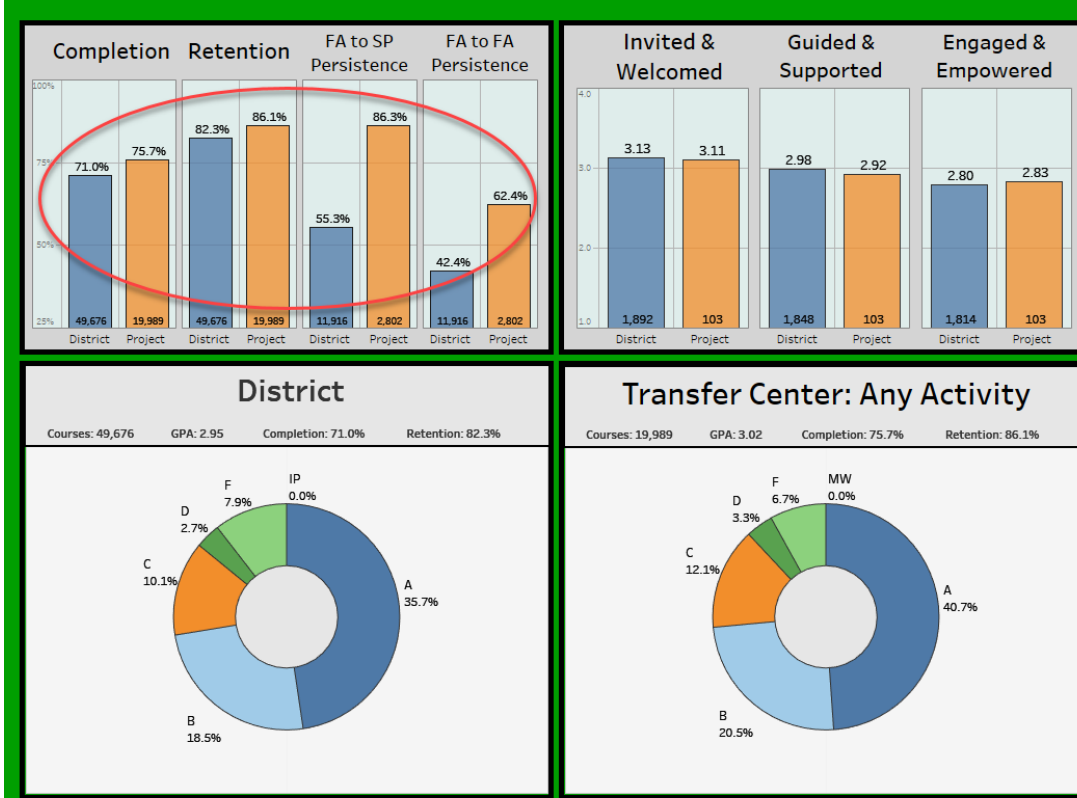
Students served through the Transfer Center are outperforming non-program students as seen through Course Completion, Course Retention and Persistence:

- All DI groups, except Native American students, completed courses at a higher percentage. On average, 76% compared to 71%.
- All DI groups, except Veteran students, retained courses at a higher percentage compared. On average, 86% compared to 82%.
- All DI groups persisted at a higher percentage for Fall to Spring, 86% to 55% and for Fall to Fall 62% to 42%.

Students served through the Transfer Center also had a higher GPA at 3.02 compared to students in the District at 2.95.

# District & SEA Project Comparison

FA19 & SP20 FT & PT Transfer Center: Any Activity



# District & SEA Project Comparison

FA19 & SP20 FT & PT Transfer Center: Any Activity

Headcount & Proportion	Course Completion		Course Retention		Persistence (FA19 to SP20 / FA19 to FA20)			
	District	Project	District	Project	District	Project		
African American	935 (2.5%)	193 (3.6%)	59.2%	76.4%	77.0%	87.1%	47.2%	88.8%
Asian	1,515 (4.0%)	325 (6.1%)	73.1%	84.5%	83.7%	90.5%	42.6%	68.4%
Filipino	347 (0.9%)	43 (0.8%)	69.2%	76.0%	82.8%	83.2%	58.3%	93.3%
LatinX	14,230 (37.5%)	2,442 (45.6%)	67.1%	71.0%	80.9%	84.2%	49.0%	63.2%
Multi Ethnicity	2,182 (5.8%)	292 (5.5%)	72.1%	75.7%	82.4%	85.7%	51.4%	72.0%
Native American	220 (0.6%)	20 (0.4%)	69.0%	65.6%	81.9%	91.8%	43.1%	60.0%
Pacific Islander	158 (0.4%)	33 (0.6%)	63.7%	68.7%	82.1%	82.1%	56.7%	86.2%
White	16,255 (42.9%)	1,813 (33.9%)	74.1%	80.8%	83.3%	88.1%	45.9%	63.3%
First Gen	9,313 (24.6%)	1,447 (27.0%)	68.9%	71.0%	81.6%	84.3%	56.2%	87.4%
Low Income	12,174 (32.1%)	2,045 (38.2%)	65.7%	72.1%	79.0%	83.9%	40.7%	60.9%
DSPS	2,866 (7.6%)	608 (11.4%)	74.2%	75.5%	82.3%	85.3%	48.1%	80.0%
Veteran	919 (2.4%)	77 (1.4%)	68.0%	71.3%	83.3%	82.6%	43.8%	65.0%
Foster Youth	654 (1.7%)	92 (1.7%)	53.4%	64.1%	71.7%	78.1%	57.0%	86.1%
LGBTQ	592 (1.6%)	59 (1.1%)	61.9%	74.8%	77.9%	84.2%	42.1%	60.8%
Homeless	92 (0.2%)	14 (0.3%)	35.7%	63.3%	62.5%	77.6%	37.5%	50.0%
<b>Totals</b>	<b>37,933</b>	<b>5,353</b>	<b>Averages</b>	<b>71.0% 75.7%</b>	<b>Averages</b>	<b>82.3% 86.1%</b>	<b>Averages</b>	<b>57.0% 86.1%</b>
		<b>Combined Average 71.4% DI &lt; 69.4%</b>		<b>Combined Average 83.2% DI &lt; 81.2%</b>		<b>FA to SP Average 63.5% FA to FA Average 46.9%</b>		
						<b>Fall to Spring 55.0% 86.3%</b>		
						<b>Fall to Fall 42.0% 62.4%</b>		