SANTA BARBARA CITY COLLEGE

TRANSFER PLAN

1992-1997

Executive Summary

Internal Use
In 1988 the Superintendent/President directed staff to implement a plan that would increase the annual transfer rate to the University of California (UC) and California State Universities (CSU) by 100% over five years with 1986-87 as the base year. The goal was ambitious but conceivable at the time given the existing conditions of legislative and state-wide intersegmental support for increasing transfer, the establishment of a Transfer Center within the college and institutional commitment to make transfer an institution-wide priority. Transfer rates were increased 57.5% over four years (91-92 transfer data have not yet been issued by CPEC).

Past goals were selected without the benefit of comparative or empirical data. Over the past five years there have been several state and national efforts to better define transfer rates and those factors associated with effective transfer practices. Based on national and state studies, and the colleges experience, it is clear that multiple measures of transfer rates are needed to one, set meaningful goals and two, to measure progress at critical junctures to assess program effectiveness and make adjustments in program delivery. However, what the research has shown is that community colleges can effect many of the factors that determine the transfer rates of students.

The following executive summary outlines focus areas of the 1992-97 plan an identifies specific anticipated outcomes. The full report provides background, anticipated outcomes and strategies for each focus area.
I. GOALS

☐ EXPECTED OUTCOMES:

- Multiple outcome goals of transfer rates will be identified that place the college overall in the top 5% of community colleges in the country in normed transfer rate and transfer effectiveness measures.

- Multiple process goals related to transfer effectiveness and outcome goals will be identified to evaluate practices and factors affecting the achievement of outcome goals.

II. ACCESS

A. GENERAL MARKETING PLANS

☐ EXPECTED OUTCOMES:

- The number of local first-time students who enroll full-time at SBCC will increase.

- Local students will arrive at SBCC more informed regarding transfer options and opportunities, and career/transfer goals.

- The number of local first-time students who enter SBCC ready to enroll in college level transferable courses will increase.

- The Secondary School community will view SBCC as a "First-choice" institution.

B. UNDERREPRESENTED STUDENTS- Cal-SOAP/TAP/EOPS

☐ EXPECTED OUTCOMES:

- Increase the number of underrepresented students entering SBCC with transfer as a goal.

- Increase the number of underrepresented students entering SBCC prepared for transferrable coursework.

C. ATTRACTING HIGH ACHIEVING STUDENTS

☐ EXPECTED OUTCOME:

- The number of local high school seniors in the top 20% of their class who enroll full-time at SBCC will increase by 5% each year over five years.
D. OUT-OF-DISTRICT STUDENTS

- EXPECTED OUTCOMES:
  - Out-of-area enrollments will increase for students with a transfer goal.
  - Pre-application and enrollment services will be enhanced to better accommodate prospective students from out-of-area.

III. CURRICULUM

A. MATH

- EXPECTED OUTCOMES:
  - Students will enroll in and persist in math and accounting courses at a higher rate, thereby facilitating timely transfer.
  - The college will evaluate accepting comparable test scores and coursework from other colleges for placement purposes.
  - Students will receive earlier and regular feedback on academic performance and progress in math and math sequences and will better understand the consequence on non-persistence.

B. COURSE SCHEDULING/OFFERINGS:

- EXPECTED OUTCOMES:
  - Assure that sufficient and appropriate courses are being offered as they relate to the transfer requirements.

C. SBCC/4-YEAR CURRICULAR ALIGNMENT

- EXPECTED OUTCOMES:
  - Increase the number students making successful commitment into majors/G.E. not currently selected.
  - Introduce a Transfer AA for students who complete the IGETC, CSU GE pattern or UCSB GE pattern in lieu of the Liberal Studies Major.

IV. INTERSEGMENTAL CONSIDERATIONS

A. University of California and California State University
ANTICIPATED OUTCOME:

- We will identify and strengthen relationships with the top 8 CSU’s and top 5 UC’s that will yield the best return for student and institutional investment.

B. INDEPENDENT AND OUT-OF-STATE UNIVERSITIES AND COLLEGES

ANTICIPATED OUTCOME:

- Relationships with Private California Colleges as well as out-of-state colleges will increase and improve.

C. ARTICULATION

EXPECTED OUTCOMES:

- The college will maintain, complete, or develop new or draft course-to-course, general education and high-yield major-to-major articulation agreements with target institutions.

D. CAMPUS VISITS

EXPECTED OUTCOME:

- We will maintain or increase the number and diversity of four-year colleges visiting SBCC to meet with students and faculty including out-of-state and private colleges and/or increase opportunities for students to visit four-year campuses.

E. ADVISORY GROUPS

EXPECTED OUTCOMES:

- There will be effective communication and cooperation between a broader number of four-year institutions resulting in increased transfer options.

F. STATEWIDE LEADERSHIP

EXPECTED OUTCOME:

- Leadership and involvement in state-wide issues that will or could have an impact transfer effectiveness will result in policies and practices that enhance transfer effectiveness.
V. INTRA-INSTITUTIONAL CONSIDERATIONS

A. MARKETING

☐ EXPECTED OUTCOMES:

- There will be an increase in the number and frequency of student use of transfer education services and activities.
- Traditional transfer education service non-users will be identified and participation in services will be increased.
- There will be an increase in student awareness and interest in CSU, independent and out-of-state college and universities.
- Visibility, awareness and utilization of transfer education services and activities will be as high for west campus students and faculty as east campus students and faculty.

B. INFORMATION:

☐ EXPECTED OUTCOME:

- Students will be less dependant upon individual counseling appointments for transfer information and will be better able to self-advise on transfer requirements and transfer progress.
- Instructional faculty will be better informed of transfer requirements and information resources and will be better able to advise students.

C. PROCEDURES/ADMINISTRATIVE ISSUES

☐ EXPECTED OUTCOMES:

- Unnecessary and complex matriculation procedures and policies will be identified, reduced and/or simplified with regards to matriculation enrollment, advising and follow-up procedures that impede smooth progress of new, new-transfer and continuing students.
- We will ensure collaboration and cooperation between Academic Affairs and Student Affairs in developing, changing and evaluating policies and practices that impact transfer.

D. UNDERREPRESENTED STUDENTS

☐ EXPECTED OUTCOME:

- There will be an increase in underrepresented student participation rates in transfer-goal and transfer education activities at parity or higher than other students.
- A method for identifying distinguishable characteristics of involved and uninvolved transfer-goal students will be established.

- A regular process for evaluating the services of the Transfer Center and the Counseling program will be implemented to identify program strengths and weaknesses.

- A system for comparing and evaluating alternative matriculation procedures will be established.
VI. RESEARCH

A. GOALS

□ EXPECTED OUTCOMES:

○ Mechanisms for securing data related to both process and outcome measures will be established.

B. ACCESS

□ EXPECTED OUTCOMES:

○ Comprehensive data on local and state high school demographics, student goal, retention rates, college going rates and academic preparation will be compiled and evaluated for impact on transfer.

C. CURRICULUM

□ EXPECTED OUTCOMES:

○ A system for monitoring student's transfer-course progress patterns including time-to-eligibility, remediation progress, math progress, English progress, and General Education progress will be established.

○ A system for monitoring transfer course demand/availability patterns will be established.

○ A method of evaluating the relationship of the above two outcomes will be established.

D. INTERSEGMENTAL ISSUES

□ EXPECTED OUTCOMES:

○ A system for timely identification of UC and CSU transfer rate goals and application/accepted/enrolled statistics will be established.

○ A system for timely identification of reasons for applicant denial to four-year transfer institutions will be established for primary feeder institutions.

E. INTRA-INSTITUTIONAL ISSUES

□ EXPECTED OUTCOMES:

○ A system for carrying out bi-annual evaluations of student's Transfer Center and Student Services utilization patterns by disaaggregate characteristics including ethnicity, educational goal, transfer goal and enrollment status will be established.
SBCC ANNUAL TRANSFER RATE PROFILE TO UC AND CSU

SCHOOL YEARS

Transfer Goal

Actual Transfers
SANTA BARBARA CITY COLLEGE
TRANSFER STATISTICS SUMMARY

Ethnic breakdown for Black, Latino and Native American underrepresented students for Fall 1987, 1988, 1989 and 1990 to the UC and CSU colleges.

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<th>Latino</th>
<th>Native American</th>
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<td>UC</td>
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<td>38</td>
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<tr>
<td>CSU</td>
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<td>2</td>
<td>20</td>
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<td>Fall 1988</td>
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<td></td>
<td></td>
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<tr>
<td>UC</td>
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<tr>
<td>CSU</td>
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<td>25</td>
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<td>Fall 1989</td>
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Underrepresented student transfers to the UC and CSU's made a significant gain in Fall 1990 with a 45.6% increase over Fall 1987, 1988 and 1989.

Source: CPEC, 1990

W:ethnic90
TAP Fall 1992 Applicants Major Breakdown

- Business: 17% (22 applicants)
- Sciences: 28% (36 applicants)
- Social Sci: 16% (20 applicants)
- Humanities: 31% (36 applicants)
- Undecided: 8% (10 applicants)