

EMP Work Group Implementation Matrix: 2023-24

EMP Work Group: Transfer Taskforce—Strengthen Transfer Support Services to Increase Transfers

Desired Outcomes: Our goal is to “decolonize transfer” and strengthen our support services so that our disproportionately impacted students including Black, Latinx, Polynesian, Native American, and first-generation as well as undocumented students, succeed in the transfer process.

| Recommendation | Actions Needed in 2023-24 | Responsible Party | Start Date | Outcome by May, 2024 |
|--|--|--------------------------------------|------------|--|
| 1. Enhance Collaboration and Streamline Administrative Processes: | 1.1. Foster improved communication and collaboration among departments, faculty, and programs | Colts U Transfer Center | March 2024 | <ul style="list-style-type: none"> • Develop a method of reaching out and establishing transfer culture by visiting various programs and divisions • Develop a college-wide transfer calendar including all transfer programs • Commit twice a semester transfer newsletters to all faculty (including adjuncts) via VPI or VPSS. |
| | 1.2. Improve campus visibility through signage such as banners and electronic billboards | Marketing Colts U Transfer Center | April 2024 | <ul style="list-style-type: none"> • Provide a plan for the signage, banners, buses, social media, etc. • Identify gaps in funding |
| | 1.3. Streamline administrative processes among programs to create a more efficient workflow | Colts U Transfer Center | April 2024 | <ul style="list-style-type: none"> • See 1.1. • Meet with all transfer programs once a semester and re-evaluate the meeting frequency |
| | 1.4. Create better relationships with universities, including private and out-of-state, to create an alumni network for students | Colts U Transfer Center | March 2024 | <ul style="list-style-type: none"> • See 2.3 • Meet with Sandy Allen (CRM) to further understand how the CRM can help us connect to alumni • Collaborate with Career Center for LinkedIn • Partner with other programs to share data about alumni |

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| 2. Establish Metrics and Data-Informed Decision-Making Processes: | 2.1. Measure and assess transfer-related initiatives and outcomes | PRIE | March 2024 | <ul style="list-style-type: none"> Establish a method to find out and evaluate who are the students that utilize the transfer services including all transfer programs and IA success Teams Data from all transfer programs |
| | 2.2. Use data-informed decision-making to guide program improvements | PRIE Ron and Interest Area Success Team All transfer programs | Sept 2024 | <ul style="list-style-type: none"> Inform programming improvement |
| | 2.3. Enhance the work with university partners, including private and out-of-state, to capture student transfer patterns | PRIE Colts Transfer Center A&R | March 2024 | <ul style="list-style-type: none"> Data from private and out-of-state Time and resources to understand successful transfer patterns and scale up by programs by universities Provide information to students other than UC/CSU. Building relationships with university reps based on student needs |
| 3. Experiment with Course Time Frames: | 3.1. Continue implementing and assessing semester variations such as 8-week (“minimester”) or 12-week models | Instructional Deans PRIE Dean | Feb 2024 | <ul style="list-style-type: none"> Share any changes on the schedule—minimester Continue evaluating the effectiveness of minimester (i.e., student population, fill rate, success, survey, etc.) Feedback from counselors |
| 4. Support Transcript Evaluation Services: | 4.1. Advocate for resources to augment transcript evaluation service (TES), such as additional personnel and technological resources | District TES (ESC) Articulation Officer | Feb 2024 | <ul style="list-style-type: none"> Counseling meets with the English department to discuss the process of evaluating external English coursework Advocate for additional TES resources |

