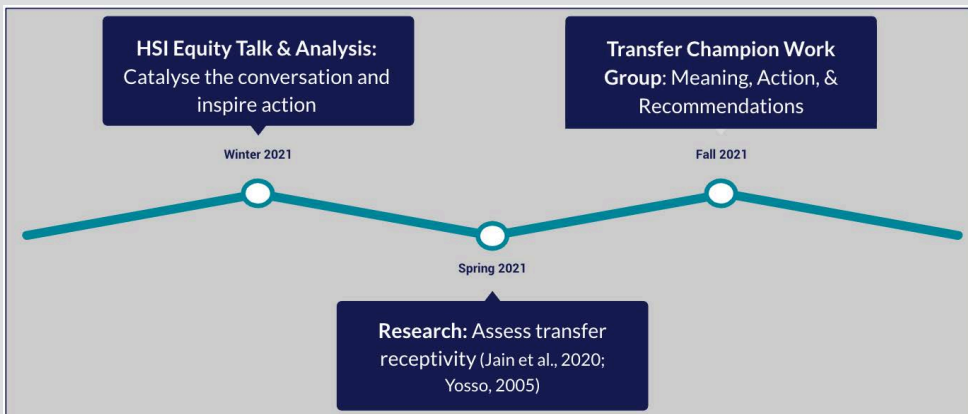


# CULTIVAMOS EXCELENCIA

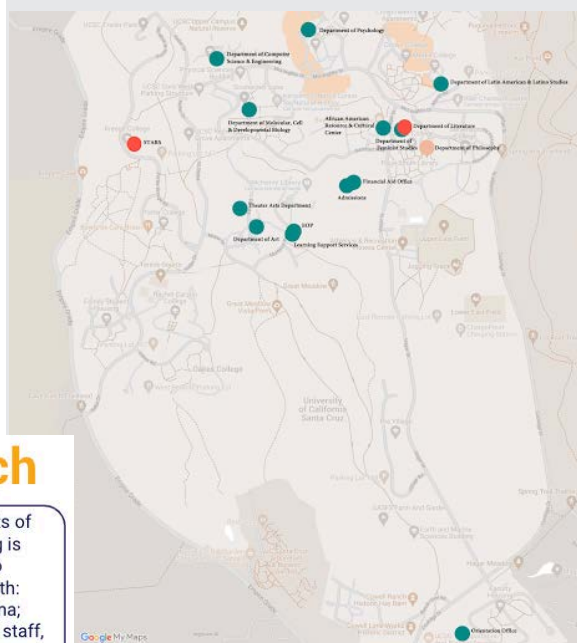
## TRANSFER RECEPTIVITY AT UCSC



## EVALUATING AND CULTIVATING A RECEPTIVE CULTURE FOR COMMUNITY COLLEGE TRANSFER STUDENTS OF COLOR.

We completed three projects to assess and take action on transfer receptivity. First, we conducted an analysis of transfer student of color outcomes related to access, retention and graduation, and then shared the findings with staff, students, faculty and administrators during an equity talk in order to catalyze a conversation about supporting transfer students of color. Next, we conducted research grounded in Critical Race Theory (CRT) centering on the expertise and experiences of people of color, and a Transfer Receptive Culture (TRC) framework which urges us, the receiving institution, to share the responsibility of transferring students of color from community colleges, and to provide the support they need to be successful (Jain et al., 2020). We collected staff and transfer student surveys about the transfer landscape at UCSC, students' sense of belonging at the university, experiences with prejudice, students' relationships with staff, faculty, peers and communities, and their community cultural wealth (Yosso, 2005). Then we met with a Transfer Champion Work Group to make meaning of the issues experiences by transfer students of color evident in our survey findings, to take action at departmental levels, develop recommendations for the campus, and provide support for one another as we collectively advocated and emerged as leaders for racial equity in higher education policies and practices.

**MAPPING THE TRANSFER LANDSCAPE**  
Our surveys invited staff and students to rate the level of receptivity at various sites, and enabled us to compare their perceptions.



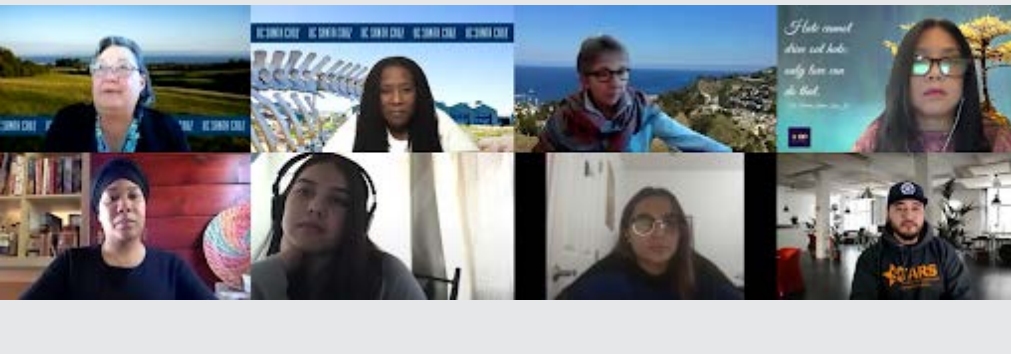
### Main Issues Identified Through Our Research

Our campus admits and enrolls inequitable transfer rates of student of color.

As a campus, we need to increase intentionality and prioritization of transfer students of color, in addition to connecting campus values for diversity to actual practices.

There is a need to build staff and faculty knowledge and increase funding to develop programs for transfer students of color.

Transfer students of color belonging is connected to experiences with: prejudice; stigma; relationships with staff, faculty, and peers; and affirmation of strengths and cultural wealth.



## Taking Action

# TRANSFER CHAMPION WORKGROUP

A diverse cross-section of 17 faculty, staff and administrators dedicated six months of inquiry, reflection and action to increase transfer receptivity at UCSC. The goals included:

1. Apply Critical Race Theory in developing policies and practices that will lead to racial equity in transfer student outcomes, while also fostering the strengths and knowledge systems that students of color bring to our campus.
2. Emerge as leaders who will implement change projects in their departments and across campus.

Each champion developed tangible and relevant strategies for supporting transfer students of color that can be applied into their everyday practices and processes. They also created plans for engaging others (e.g., colleagues, students) in taking action, and in many cases already implemented actionable changes.

## Current Initiatives and Action Plans

Apply for grants focused on transfer students of color, including a Dept of Education Hispanic Serving Institution (HSI) grant.

Update department websites to highlight images, programs, and services for transfer students of color.

Review and update current programs offered to ensure accessibility for transfer students of color

Introduce Yosso's Community Cultural Wealth approach to engage major and college advisors in creating a receptive culture.

Strengthen relationships with community colleges.

Update EOP enrollment criteria to include any student affiliated with EOPS while at community college.

## CAMPUS RECOMMENDATIONS

1. Integrate transfer experiences into academic curriculum.
2. Provide faculty & staff professional development to intentionally serve transfer students of color.
3. Elevate transfer students into Chancellor, Undergraduate Education, and Division of Student Affairs & Success strategic goals.
4. Sustain and strengthen outreach programs with regional community colleges.
5. Articulate student success programs across institutions.
6. Coordinate transfer programs focused on conducting undergraduate research and graduate school pathways.
7. Establish transfer-focused culturally relevant student success programs at UC Santa Cruz that provide continuity of support and belonging for students affiliated with Puente, Umoja, and Tribal Colleges.
8. Improve advising access and enrollment processes for transfer students.
9. Expand access to financial aid and scholarships for community college students.
10. Improve systems for tracking and evaluating transfer student of color outcomes and experiences with attention to intersectionality.
11. Establish a Community College Pathways program to coordinate regional partnerships and transfer receptivity initiatives.