



Transfer Initiative Summary Report

SKYLINE COLLEGE
Fall 2012

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Mission Statement

To empower and transform a global community of learners

Acknowledgement of Thanks

This report would not be possible without the work of the Student Support Services committee and subcommittees, the Instructional Services committee, Administrative Services committee and student forum participants. Thank you especially to Dr. John Mosby for leading the Student Support Services committee and Nohel Corral for leading the Instructional Service committee and submitting reports on their behalf. This work would not have been possible without their efforts. The Student Services Subcommittee Report served as a model for this summary report. Thank you to all participants for the discussions, debates and commitment to providing access and opportunities for students at Skyline College and beyond.

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Executive Summary

Overview In Spring 2012, Transfer Center faculty along with the Vice President of Student Services began the process of planning a campus-wide Transfer Initiative. To evaluate and assess where the campus is currently in regards to transfer and review relevant literature on transfer, two key documents were created:

- Community Discussions on Transfer (see Addendum A)
- Why Study Transfer at Skyline College (see Addendum B)

On March 7, 2012, the Skyline College Transfer Center, with support from the Office of the Vice President of Student Services, and the Office of Planning, Research, and Institutional Effectiveness, hosted a campus-wide event titled “Community Discussions on Transfer.” This event served as a precursor to what will be ongoing college-wide discussions on transfer via the Skyline College Transfer Initiative. Relevant literature, transfer statistics and data were presented and faculty and staff present broke into working groups based on their role (student support services, instructional services and administration services).

To facilitate the discussion and direction of the work of each working group, participants were introduced to the *Completion By Design* framework. A model developed by the Bill & Melinda Gates Foundation, ***Completion by Design*** provides a pathway for colleges to examine how they interact with their students from the moment they are introduced to the college, until the moment they graduate and/or transfer. The components of the model include: **Connection, Entry, Progress, and Completion**. Participants were asked to consider the loss and momentum points within each component. Additionally, on May 8th, 2012, a student meeting was hosted to engage students in providing input and feedback on how to support and increase transfer rates at Skyline College.

Results After the March 7th meeting, the working groups formed during the meeting convened and following the Completion by Design framework, drafted initial recommendations for their respective areas on how to increase transfer rates at Skyline College. The report that follows reflects each working groups' recommendations along with student recommendations. A summary of recommendations (Addendum C) is presented at the end of the report to serve as a proposed plan to be implemented and vetted throughout Skyline College. By gaining input and support and continuing Skyline College's tradition of *culture of inquiry*, our campus will not only be able to work towards our goals of increasing transfer rates at Skyline College and working to close the transfer attainment gap among underrepresented student populations at Skyline College, but to be a leading Transfer Institution in the State of California.

Introduction

On March 7, 2012, the Skyline College Transfer Center, with support from Student Services Administrators, and the Office of Planning, Research, and Institutional Effectiveness, hosted a campus-wide event titled “Community Discussions on Transfer.” This event served as a precursor to what will be ongoing college-wide discussions on transfer via the Skyline College Transfer Initiative.

The Transfer Initiative is a comprehensive college-wide assessment of the colleges effectiveness in serving our transfer oriented students. Through this initiative, a framework has been developed that will serve as a framework by which we can reflect, explore and work collaboratively to significantly impact and improve our programs, services, and resources on behalf of our transfer students.

The goals of the Skyline College Transfer Initiative are as follows:

- Conduct a comprehensive assessment of our current practices in serving transfer students;
- Develop a model transfer pathway that both (a) guides the colleges work in supporting our transfer students and (b) delineates for students a clear pathway for transfer from Skyline College to a four-year college or university;
- Understand, embrace, and strengthen our culture of transfer while educating the college on how all staff and faculty can participate in this effort
- Increase the number of Skyline College student who successfully transfer to four-year colleges and universities throughout the country and abroad.

The need for a Culture of Inquiry on Transfer

Throughout the last few years, Skyline College has undertaken several initiatives that have positively impacted the number of students we transfer. College-wide discussions spearheaded by the Basic Skills Initiative and the First-Year Experience, have led to the development of numerous programs: Math Academy, First-Year Experience Programs, and Early Alert. These new programs add to the highly successful transfer support programs residing on campus for years (e.g. ASTEP, Puente, Kababayan, MESA, HONORS, EOPS, TRiO). These initiatives also allowed for the inclusion of curricular changes, including the development of contextualized curriculum and supplemental instruction. The commitment to support, fund, and institutionalize such programs speaks to the College's commitment to our mission of transfer. In addition, the development of such programs aligns with the College's strategic goal of developing innovative programs, services and modes of delivery (College Goals and Strategies, 1.1).

In 2008, Skyline College was one of seven colleges recognized by the Chancellor's Office for having "consistently higher than expected transfer rates" in a study conducted by the Research and Planning Group. The study noted the College's strengths in promoting transfer, including Skyline's Student and Community focused feel, including strong learning communities, "small college" feel, a high level of faculty responsibility for student success, and a strong transfer culture that was identified through the work of the Transfer Center, among many other success factors (Mery, P., & Johnstone, R., 2008).

Although Skyline College has a strong history of transfer success, the numbers by race and ethnicity show that, like statewide statistics, Skyline College can be doing more to improve transfer overall. Moreover, in an effort to achieve equity, Skyline College can focus further on closing the educational attainment gap among under-represented minorities on campus.

Transfer – A College-Wide Commitment

Since 1996, when the state legislature mandated the development of Transfer Centers throughout California Community Colleges, Skyline College's Transfer Center has developed and provided transfer related programs, services, and resources assisting students in their successful transfer. While the Transfer Center has assumed the primarily role of *communicating* transfer to students, the responsibility of transfer is an institutional responsibility. Every administrator, faculty member, classified staff member, and member of college services, has the responsibility of assisting students in reaching their goal of transfer. Our Transfer Initiative provides a mean by which to support this culture of transfer.

Program Model

To facilitate the discussion, participants were introduced to the *Completion By Design* framework. A model developed by the Bill & Melinda Gates Foundation, *Completion by Design* provides a pathway for colleges to examine how they interact with their students from the moment they are introduced to the college, until the moment they graduate and/or transfer. The components of the model include: **Connect, Entry, Progress, and Completion**. Also essential to this framework are student data systems, student engagement and the focus of the institution's leadership on completion. *Completion by Design* encourages community colleges to consider potential loss points – where thoughtful intervention can make the difference between success and failure, and momentum points, such as the transition from education to work or transfer to four-year colleges and universities. *Completion by Design* mitigates loss points and builds on the momentum points.

To help guide our Transfer Initiative discussions, two additional sub-groups were added to the model: internal stakeholders (student support services, instructional services, administrative services) and external stakeholders (community based organizations, K-12 partners, 4-year colleges and universities). For the purpose of this initial discussion, only responses from internal stakeholders were recorded. Participants were asked to consider the loss and momentum points within each component and sub-group. Note: Feedback from our external stakeholders will be solicited beginning in the Fall 2012 semester.

The Process

To begin the discussion, participants were asked to self-select a sub-group to participate in: Student Support Services, Instructional Services, and Administrative Services. Participants were asked to consider the “student experience” as they identified momentum and loss points throughout the Completion By Design pathway. Each group was then given a *Pathway Analysis Handout* by which to guide their conversation and gather their notes. After the additional meeting, the three sub-groups worked to collect additional feedback from their respective members for submission into this report.

This report reflects the collective feedback and wisdom from the respective groups and their members.

**Counseling Department
Phase: Connection**

<p>Loss Points</p>	<ul style="list-style-type: none"> • Budget reduction that impacted/reduced the college’s outreach efforts to feeder high schools on a continual basis from year to year • Lack of coordination among different departments on campus conducting outreach efforts to local high schools • Minimal outreach efforts done outside of local feeder high schools to attract non-traditional students • Outreach-increase awareness about transfer prior to admission/ matriculation • Outreach- Include career services/ awareness about deciding on a major • Pathways are too many and not structured enough- students are left to maneuver between too many options and without guidance, which may take lengthier paths than needed • Limited documentation available in different languages • Resources for parents are limited
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> • Increase presence of Transfer Center staff at High School events to raise awareness of Transfer Center and resources prior to matriculation (s) • Include career resource referrals in initial outreach to lay groundwork for students making decisions about career/ major at a sooner point in their education (s) • Create clearer/stronger pathways and review in orientation. For example, help student to identify whether it is better for them to pursue an AA in Administration or Justice or to focus on transfer and instead get an AA in IS. Clearer direction about degrees (m) • Conduct presentations at high schools to parents (s) • Create multi-lingual materials and multi-lingual staff at outreach events (m) • Help students identify explicit options to degree completion/transfer via PR campaign, counseling communication. Establish incentives for students to encourage them to commit to a structured “pathway” during first year at Skyline College (m)
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Existing collaborations with high schools through Prep for Pep and Hermanos/Hermanas Program • Existing outreach efforts done at local feeder high schools • Class Schedule sent via regular mail sent out to community • Recent hiring of Transfer Outreach Assistants to increase presence at high schools and to do outreach about transfer and the transfer center resources • SB 1440 Degrees - might streamline the degree process or just add another pathway • Transfer conference for high school students

Evaluation	<ul style="list-style-type: none"> • Evaluation of progress of students (both prior and after intervention) who have identified themselves as first time transfer students • Prep for PEP evaluation- evaluate effectiveness by comparing test scores of Prep for Pep students vs average test scores and through student feedback/survey or focus group; explore expanding based on evaluation of effectiveness • Number of hits of online practice test- did the number increase? If so, any changes in scores? • Student feedback on PEP orientations and transfer conference based on if they feel their knowledge of transfer increases
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Counseling Department

Phase: Entry

Loss Points	<ul style="list-style-type: none"> • Online application—difficult to complete for students with minimal computer skills • Application is only in English—difficult to complete for ESOL students • Students underprepared to take the placement test • Initial counseling appointment is short (20 min max) • Saturday Orientations: Students need to come back to submit Blue Matriculation Checklist to A&R on Monday to be cleared for enrollment • Long waitlists and late enrollment date for new students • Limited time spent on transfer during orientation • Testing- lack of test preparation and/or awareness about test prep tools on website/Lack of staff training to refer students to website to complete test prep; testing site can be loud • Students take classes they don't need and/or get little to no academic counseling • Some students are undecided and there is no clear pathway or timeline for them to make a commitment to a pathway, leaving them floating through the system • Students plan to work full-time and take full-time loads and get overwhelmed and have patterns of Ws. Family expectations around school and finances are high • Since counseling is an optional service, the college would need to identify a way to require all students to attend a counseling session early in their matriculation process. For example, counselors could work with instructional faculty (class in-service) or make a counseling session a requirement for matriculation exempt students (L)
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<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> • Develop additional preparation samples of placement test (m) • Increase all staff awareness including Counseling, A&R, and anyone interacting with students prior to matriculation to encourage students to use test prep resources on website and/or train staff on the website/resources how to make the best referral (m) • Develop Test Taking Strategy workshop and Decreasing Test Anxiety workshop to be conducted before students take placement test (m) • Follow up appointments scheduled at orientation to develop complete SEP for new students (s) • Coordinate with high schools to do test preparation interventions/discuss importance of placement test (m) • Follow-up with students via automated email reminding students to meet with a counselor (s) • Family and student awareness at connection or entry regarding time requirements of school and work and techniques to balance them (s) • Matriculating students attend an initial counseling meeting to plan their first semester courses. At the close of this initial session, schedule a follow-up counseling appointment during the semester to complete a full SEP (s/m)
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Online and In Person orientation • Placement test offered Monday-Saturday • ESOL Orientation conducted for ESOL students • One stop student services center and extended hours and evening counseling hours for working students • Support programs (Financial Aid, ASTEP, PUENTE, DSPTS, Kababayan, TRiO, EOPS, FYE, Career Services, Sparkpoint etc) • College Success and Career Development Courses • Financial coaching at Sparkpoint • Financial aid education/scholarship database and workshops
<p>Evaluation</p>	<ul style="list-style-type: none"> • Evaluate overall increase of placement test scores and/or have students be surveyed on if the intervention was helpful (i.e test anxiety workshop prior to test) • Evaluate student monitoring and follow-up by tracking student success/degree attainment • Evaluate if increased number of students have taken advantage of counseling services; number of SEPs completed • Student feedback after orientation • Student feedback and success rates of moving through core classes as part of learning communities/support programs • Track student participation of utilizing career counseling and services and success rates for transfer and degree attainment • Evaluate student financial aid knowledge through focus groups or surveys

Counseling Department
Phase: Progress

<p>Loss Points</p>	<ul style="list-style-type: none"> • Long wait for counseling appointments (approx. 2 week wait) • Limited efforts done to encourage continuing students to make counseling appointments at least once a semester • Students may have to work full time and leave school temporarily or permanently • Students take courses they don't need for transfer and major prep • Students are unaware or worried about the transferring process • Students are unaware of support services programs designed to help them during their time at Skyline and with the transfer process • Less course sections offered of required courses (example: English/Math); therefore, prolonging time students stay at Skyline • Students change majors • Students do not decide on major in a reasonable time • Student lack of awareness around transfer/ and transfer center services • Review Math and Science division course scheduling to ensure students in natural science/high unit transfer majors can schedule needed prerequisite courses, i.e. Physics, Calculus and Biology
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> • Continue to create more AA-T degrees based on articulation agreements and explore creating a Transfer Studies Associate Degree (similar to CCSF) (m) • Students who are at XX units, required to attend workshops about financial aid decisions as they relate to transfer and attaining associate degrees (s) • Send communication to the student who have left regarding degree progress or transfer progress to remind them to see a counselor (s) • Career services intervention (m) • More outreach through Transfer Student Outreach Assistants (m) • Review appointment system with the goal of ensuring a one-week maximum wait time for scheduling a counseling appointment (m) • Schedule drop-in at set times every business day (s/m) • Establish hours of “phone duty” for basic counseling questions. This will help staffers during peak times (s/m) • Implement a PR campaign to promote SEP completion. We now give an earlier registration date for completing the SEP. This is a good strategy to promote and expand • Facilitation of existing transfer workshops can be expanded/offered by general counselors as well. This is a core competency that general counselors possess (s/m) • EOPS – build upon financial aid outreach to promote BOGG eligibility to a greater number of students (s/m) • Establish more TAG’s with independent colleges/universities (m/l) • Explore tuition exchange programs such as the partnership with Mills College (m/l)

<p>Momentum Points</p>	<ul style="list-style-type: none"> • DegreeWorks • Existing transfer workshops developed and facilitated by Transfer Center • University Representatives on campus • Transfer Day/Transfer Fair events- promote transfer among students • Career Networking Night • Major specific workshops (example: Nursing) • Transfer Basic Workshops • TAB program in collaboration with SFSU • TOP program in collaboration with UC Davis • Transfer Agreement Guarantee program with UCs (exception UCLA and UC Berkeley) • Student Success Program- closely monitor students on probation/dismissal • Financial Aid counselors and alerts sent out to students about units and requirements • Learning Communities • DSPS program • Financial Aid Workshops; easy to use scholarship database • Counselors attending ETS annually to receive latest information about transfer to UC system • Access to EUREKA, STRONG Interest Inventory, MBTI
<p>Evaluation</p>	<ul style="list-style-type: none"> • Track # of AA-T degrees created, # of students applying for degree and application/acceptance rate for students into CSU under major pathway. If similar major existed prior to offering an alternate but similar AA-T major (e.g. Psychology or Math), compare timelines of students completing that degree who transfer to those who complete former associate degrees to determine effectiveness. • Compare rates of students with high units who received intervention to determine if intervention (communication regarding requirements and follow-up counseling) was effective • Determine if career services helped with major preparation through student evaluation/feedback • Evaluate increased participation in transfer center activities

Counseling Department
Phase: Completion

<p>Loss Points</p>	<ul style="list-style-type: none"> ● Lack of connection to real world work experiences- internships and opportunities to work in the field of interest ● Articulation agreements and lack of courses offered for key major-pre-requisites that are not current- lengthens time of coursework after transfer ● Fears around over-impacted majors and impacted campuses ● Less of a guarantee to get into the CSU as in past-change in culture/climate ● Eligibility requirements for TAG program changing almost annually
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> ● Early awareness prior to transfer of career services, advising centers, community service learning opportunities and internship opportunities of key feeder campuses (SFSU, CSUEB, SJSU, local UCs) prior to transfer so students are more likely to use services and pro-actively get internships (m) ● Have university campus representatives conduct workshops on getting an internship or volunteer experience (l) ● Continue to update articulation agreements for pre-requisite courses (Possibly set up a system for counselors to fill out a spreadsheet of key major pre-reqs that would help students they are advising to prioritize based off of common student needs) (m/l) ● Clear expectations on how to find a job after graduating- set the expectation that the degree helps, but the job is not guaranteed-strategies on how to achieve their goals after school (m) ● Additional awareness about post-graduate programs (m/l) ● Develop a core group of local business/agencies partners who provide internships for Skyline Students (m/l) ● Conduct an annual internship fair – make internships a part of the Skyline College culture (m/l)
<p>Momentum Points</p>	<ul style="list-style-type: none"> ● Campus representatives onsite ● TAB program with SFSU ● Campus tours ● Career Center Services ● Career development courses ● Workshops facilitated by Transfer Center that focus on what to do after student has been accepted to SFSU
<p>Evaluation</p>	<ul style="list-style-type: none"> ● Number of articulation agreements updated ● Number of workshops provided or outreach done by other campus representatives

Admissions and Records Department

Phase: Connection

<p>Loss Points</p>	<ul style="list-style-type: none"> ● November (Senior) – students applying to colleges (CSU and UC) ● CCC Apply – opens a year in advance, problem is advertising and awareness, appeal of college as a bridge to the university ● Full marketing of Skyline ● Application – CCC apply is cumbersome – areas of customer service is low – there is some problems with volume of applications <ul style="list-style-type: none"> ○ Graduation question – not clear ● Outreach program is fragmented - weak ● Communication of materials is passive ● Complicated transfer process ● College website is difficult to maneuver – hard to understand – current info is not posted and not send out to students
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> ● All students are required to meet with a counselor to set SEP (m/l) ● User focus groups – what is working? (s/m) ● Outreach to HS and focus on transfer admissions (outreach department and transfer center) – seminars and presentations (s/m) ● November (Welcome Night) – all services would be introduced to prospective students – flyer out to local high schools; flyers (s) ● Create transfer education course / extended orientation that discusses transfer process and career center connection (m/l) ● Restructure outreach program – identify goals, resources, plan (m/l) ● Review Student athlete counseling/advising process models (s) ● Review best practices of high transfer community colleges (s) ● Send information packet to students indicating transfer (s) ● Share collected data with all Deans so they can use in division meetings, faculty knowledge – assist them to create transfer degrees (s) ● Transfer Orientation / Workshop (s/m) ● Transfer Club / organization – promotes connection and student engagement (m/l)
<p>Momentum Points</p>	<ul style="list-style-type: none"> ● College Transfer Days & Events – sponsored by transfer center ● Capturing data of students who indicate they want to transfer ● New student Orientations ● Outreach to High Schools ● Concurrent Enrollment Program ● Financial Aid
<p>Evaluation</p>	<ul style="list-style-type: none"> ● Transfer Center / Dean of Counseling – responsible for tracking student progress (ultimately VPSS) – demographic data - SES, transfer rate ● Who is responsible? Student Services Deans, VPSS

Admissions and Records

Phase: Connection and Entry

<p>Loss Points</p>	<ul style="list-style-type: none"> • Maneuvering through matriculation process – placement testing and counseling – having enough appointments and counseling and assessment appointments • Understanding policies surrounding registration and payment of fees • Have to pick major up front (cannot choose “Undecided”) • Website information, or lack of – hard to maneuver • Transfer information not easily available • No transcript evaluation – outside coursework • Veterans center
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> • Continued training in DegreeWorks (s/m) • Increased collaboration between Admissions and Records staff and Counseling Department staff (s) • Increasing veterans services (s/m) • Regular assessment - concurrent enrollment & dual enrollment programs(s) • IntelliResponse (s/m)
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Additional staff • Degree evaluation – degree audit • Efficient transcript process • Dual enrollment • Concurrent enrollment • International student center • Veterans • Priority registration • Counselor dedicated to international students
<p>Evaluation</p>	<ul style="list-style-type: none"> • Look at demo data of groups, provide tracking system • Utilizing DegreeWorks reporting procedure • Create survey to specific populations • Who is responsible? Transfer Center, Deans of Counseling, A&R, research office

Admissions and Records

Phase: Progress

<p>Loss Points</p>	<ul style="list-style-type: none"> • Course selection by term – registration issues – having to postpone progress due to course availability • Increase fees / changes in payment fees • Lack of communication/follow-up to Veterans • Visibility of transfer center and programs • Concurrent enrolled students/prospective students
<p>Strategy/Activity Ideas</p>	<ul style="list-style-type: none"> • Registration – having rolling registration appointments – block registration system (m) • Educating students and staff on prerequisite policies (s/m) • Veterans – appointments for transfer and follow-up (s/m) • Email students with 4 year transfer information from other colleges (s/m) • Utilize technology (emails) to those who are “late” in the process (s) • Concurrent enrollment – streamline process and extend information (s) • Updating staff on policy changes and updates (s) • Re-evaluate & provide clear channel of information and make interactive (m) • Collaborate with psych services and health services for services offered to Veterans (s) • Review and extract data from tracking system (s)
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Priority Registration • Advising and learning center • Research office • DegreeWorks • Articulation project and agreements • Service and staff that A&R provides – updating staff on policy changes and updates
<p>Evaluation</p>	<ul style="list-style-type: none"> • Registration – could study registration patterns of all student types • Simple survey to select group of students regarding prerequisite and other policy changes to see if students understand the changes. • Data system

Admissions and Records

Phase: Completion

Loss Points	<ul style="list-style-type: none"> • Not capturing enough information where students are sending transcripts to – make data more available to transfer center • Impact of outreach program – from Hermanos/as program- don't see the effect of what they are doing • Transcript request information provided on website is difficult to follow • Lack of clarity around transfer degrees • IGETC/CSU – process is not clean • Students having balance due – prevents them from getting transcript
Strategy/Activity Ideas	<ul style="list-style-type: none"> • Survey sent to HS counselors to evaluate services A&R provides (s) • e-transcript connection (s/m) • Transfer Degrees – strategy – making sure we have information from institution – what does it look like? (m/l) • Inquire about # of institutions accepting electronic transcripts (s)
Momentum Points	<ul style="list-style-type: none"> • All student types transfer to all higher education institutions (CSU, UC, privates, out of state) • Transfer Center is utilized extensively • DegreeWorks
Evaluation	<ul style="list-style-type: none"> • Find out from state Chancellors office who is using electronic transcripts (CSU, UC, colleges) • Transfer Degrees – measuring tool from state chancellor's office – collaborating with counseling and A&R on process • DegreeWorks

Assessment Center

Phase: Connection

Loss Points	<ul style="list-style-type: none"> • Students are lost in the matriculation process. • Student question whether or not they are required to take the placement • Students are lost in terms of where to check-in, schedule appointment, drop-in due to the split location of the center • Long wait time for testing appointment • Long wait time for drop-in testing
Strategy/Activity Ideas	<ul style="list-style-type: none"> • Training for staff to filter students at first point of contact • Relocate testing center to a quiet, secluded area with less disruption • Approve for one (1) additional full-time employee or (2) part-time instructional aide positions to assist in proctoring, scheduling, and drop-in testing students

Momentum Points	<ul style="list-style-type: none"> • This semester, the office has implemented SARsTrak for self-check-in/ appointment scheduling system. • Recently, the office switched from a 2-hr testing session to an hourly testing session in order to meet the increasing student demand.
Evaluation	<ul style="list-style-type: none"> • Recently, completed the first pre/post student survey for SEED and Student Learning Outcomes and how the environment affected their testing experience

Assessment Center

Phase: Entry

Loss Points	<ul style="list-style-type: none"> • Limited student testing computers (10 testing stations, 1 proctoring station, 1 check-in computer station) • Major traffic flow location with high noise level • Located next to the public restrooms • Lack of airflow- no windows • Check-in station in high traffic area causing test anxiety
Strategy/ Activity Ideas	<ul style="list-style-type: none"> • Relocate testing center to expand and increase testing stations to 25-40 with partitions • Private testing rooms/ area to accommodate DSPTS students • Real-time surveillance (web cameras) • Dedicated check-in/ waiting area
Momentum Points	<ul style="list-style-type: none"> • Existing collaboration with DSPTS- to process both English paper <i>I</i> pencil and online Math assessments and upload to Banner.
Evaluation	<ul style="list-style-type: none"> • Evaluation of progress of students who completed the placement test (both prior and after intervention) who has identified themselves as first time transfer students

Assessment Center

Phase: Progress

Loss Points	<ul style="list-style-type: none"> • Assessment's administrative office located across the hall: no direct supervision • Limited staff to service the growing needs of instructional and student services programs:1 full-time employee • Lack of storage to house confidential student testing materials • Limited testing stations and space to accommodate campus wide program's testing needs • Campus labs lack necessary testing websites, Java and/or Internet Explorer updates for the secure browser needed • Newly replaced computers are not registered as approved workstations to test
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Strategy/ Activity Ideas	<ul style="list-style-type: none"> • Relocate testing center to maintain all current updates for efficient testing sessions • Dedicated storage with limited access to testing staff only • Administrative office adjacent to testing center • Approve for one (1) additional full-time employee or (2) part-time instructional aides positions to assist in proctoring, scheduling, and drop-in testing students
Momentum Points	<ul style="list-style-type: none"> • Existing collaboration with FYE to connect students with eligible placement into their program. • Existing collaboration with Language Arts/ Learning Resources to connect students with eligible placement into their accelerated English pilot program. • Existing collaboration with Learning Communities in planning and executing the pre/post placement testing on a TRIO federally funded grant on the PREP for PEP pilot program. • Existing collaboration with ESL CalPass activities to connect with high school teachers and counselors to hold a COLLEGE DAY at Skyline College. • Existing collaboration with ELI to facilitate the placement testing session during the annual ESL Registration day (as known as Super Saturday).
Evaluation	<ul style="list-style-type: none"> • Track the number of students serviced and identifies transfer as their goal

**Assessment Center
Phase: Completion**

Loss Points	<ul style="list-style-type: none"> • Students are unaware of the matriculation steps after placement testing • Lack of clarity on how the placement affects their transfer goals • Delay in fulfilling campus programs report request
Strategy/ Activity Ideas	<ul style="list-style-type: none"> • Approve for one (1) additional full-time employee or (2) part-time instructional aide positions to assist in proctoring, scheduling, and drop-in testing students to allow ample time for program coordinator to generate reports
Momentum Points	<ul style="list-style-type: none"> • Existing collaboration with Counseling PEP to enroll new matriculating students into the next step #3: orientation immediately after testing. • As the first point of contact with new students, we explain the matriculation process to the students
Evaluation	<ul style="list-style-type: none"> • Evaluate Student Learning Outcomes by conducting an annual pre/post student survey.

Financial Aid Office
Phase: Connection

<p>Loss Point</p>	<p>Student does not apply for financial aid.</p>
<p>Reasons</p>	<ul style="list-style-type: none"> • Student is not aware of financial aid • Student is misinformed about financial aid • Student is aware of financial aid, but student does not apply because: <ul style="list-style-type: none"> ○ student thinks they do not qualify ○ student and/or parent feel they do not need financial assistance (i.e. pride) ○ student cannot get parent’s information needed for the FAFSA ○ student and/or parent assume they have missed the deadline to apply ○ student is intimidated by the process • Student is not aware that scholarships are available for those who may not qualify for state/federal aid programs
<p>Strategy/Activity Ideas</p> <p><i>Student Engagement</i></p>	<ul style="list-style-type: none"> • Update and improve Financial Aid website in the following ways: <ul style="list-style-type: none"> ○ Utilize informational videos (m) ○ Post success stories of graduates/transfer students and how financial aid helped them reach their goals (m) ○ Small biographies about the Financial Aid staff (s) • Providing additional information (i.e. brochures, handbooks, forms) (s/m) • Utilize modern forms of communication (i.e. chat, videos, internet) (s/m) • In-reach on campus in the following ways: <ul style="list-style-type: none"> ○ Increase Campus Ambassadors presence on campus (s/m) ○ More events involving parents and students both (m) ○ More FAFSA workshops (utilize the internet by creating videos or using chat to assist students who are unable to attend workshops). (s/m) ○ More variety in the types of workshops/events (i.e. SAP, Following-up, orientations, breaking myths about financial aid workshops, and Financial Aid and Scholarship Awareness week) (s/m) ○ Have all instructors and counselors promote financial aid in the classrooms (information on syllabus, inviting financial aid to conduct presentations, etc.) (s/m/l) ○ Instructors can offer extra credit for attending financial aid related workshops (m/l) ○ Offer Flex Day workshops to educate instructors about the process and benefits of financial aid (m/l) • Outreach to the community in the following ways: <ul style="list-style-type: none"> • Hosting a Financial Aid “Open House” each semester. (Skyline can emulate Universities when they open their campus for prospective students - this would require involvement from entire campus) (s/m)

<p>Loss Point</p>	<p>Student applies for financial aid but does not complete their file and as a result, their awarding is delayed or the student is not awarded.</p>
<p>Reasons</p>	<ul style="list-style-type: none"> • Student does not check their email for tracking letters. • Student is unaware of the necessity to follow-up with the Financial Aid office • Student is unaware of deadlines or how lengthy the process of awarding may be at times of high traffic in FA • Misinformation at the Financial Aid Office front counter and/or other students or staff • A student that is selected for verification may not complete their file for the following reasons: <ul style="list-style-type: none"> ○ They are unaware that they must turn in additional documentation (not reading tracking letter) ○ Students are discouraged by the amount of “work” it takes to complete file ○ Student may not want to or cannot provide the required documentation for their parents or for themselves (i.e. Social Security Card, California Residency Proof, Tax forms)
<p>Strategy/Activity Ideas</p> <p><i>Student Engagement</i></p>	<ul style="list-style-type: none"> • Develop new system of notifications aside from sending out tracking letters (m/l) • Incorporate the importance of checking my.smccd.edu accounts during New Student Orientations (s/m) • Increase the number of emails that go out to students regarding their Financial Aid status (s) • Incorporate a “Financial Aid” timeline into the class schedules that specifies the need to follow-up (s) • Utilize WebSMART as a message board similar to the payment plan announcements (m) • Providing parents with a letter explaining the verification process and the importance of submitting documents (s/m) • Encourage students to use the IRS Link feature on FAFSA to decrease the number of students needing tax forms in file (s)

Financial Aid
Phase: Entry

Loss Point	Student receives financial aid, but then aid is suspended and/or terminated.
Reasons	<ul style="list-style-type: none"> • Student fails to meet Satisfactory Academic Progress (SAP) • Can be a result of student not being unaware of SAP requirements and/or not understanding how SAP policies work • Student is not aware of what steps need to be taken before and after they end up on suspension/probation • Student is not aware of their right to appeal when on suspension • Student dropped/withdrew from courses due to personal reasons (depending on what point in the semester student withdraws, they may gain a balance on their account) • Student not following Student Educational Plan (SEP) • Department of Education and State policy changes cutting student aid
Strategy/Activity Ideas <i>Student Engagement</i>	<ul style="list-style-type: none"> • Help counselors understand financial aid so they will be able to develop SEP's with a more holistic approach that speaks to financial aid students (m/l) • Educate students about new financial aid policies and how it will affect them and their education goals (utilizing website and WebSMART) (s/m) • Offer more Counseling appointments with financial aid emphasis (m/l) • Update all financial aid materials (handbook, website, brochures) on SAP policies (s/m) • Send out letters/emails for SAP every semester (s/m)
Momentum Point	Business Process Analysis (BPA) for Financial Aid Office
Strategies/Ideas	<ul style="list-style-type: none"> • Active and clear executive sponsorship • Strong project management from the business side (not ITS) • Availability of project team members (may require backfill in the office) • Timely decision making • Effective communication and collaboration • Phased work • Balance of time, resources, and scope • Enable success of the project team <ul style="list-style-type: none"> ○ Small, nimble core ○ Clear objectives ○ Involve internal experts at the right time ○ Resolve “blocking” issues quickly ○ Know when the project is done

	<ul style="list-style-type: none"> • Making resources available (i.e. new scanner, new shredder, etc.) (s/m) • Let go of being “Financial Aid Police” (m/l) <ul style="list-style-type: none"> ○ Using Department of Education requirements without adding more documents ○ Use exception reports and targeted audits rather than checking every record • Define business need and then find a simple path to meet it- examples: <ul style="list-style-type: none"> ○ Compliance – automation creates consistency ○ Service – fast turnaround, information on web ○ Efficiency – full utilize technology, eliminate checking and re-checking (for all – s/m/l) • Design process around the rule, not the exception – keep it simple (s/m) • Organize staffing to support the process (s/m) • Auto – package everything (m/l)
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Instruction / Administration

Phase: Entry / Connection

Loss Points	<ul style="list-style-type: none"> • Student uncertainty of path towards certificate, associates, or transfer. Students seek faculty support (based on areas of expertise) in choosing classes. • Students lack of confidence with college goal (unprepared with major selection; big picture is daunting for many students) • Classroom culture that does not allow time for a focus on transfer/completion (so little time in class, focus is all on instruction) • Departments operate as individual entities on campus (makes it challenging to function uniformly across campus; clear communication of programs/services/updates can sometimes fall through the crack and not make it to students.
Strategy/Activity Ideas	<ul style="list-style-type: none"> • Integrate counseling into division meetings – great forum for communication (changes or updates in student services; transfer; articulation) • Development of major sheets for AA/AS and Certificates while including career options based on level of education • Update major sheets including career • Offer students more than just a course catalog, through comprehensive, personalized services to help them plan their careers and stay in school • Development of a faculty mentorship program (ex. Transfer Ambassador Program – Transfer Center Best Practice) • Weekly classroom updates on transfer • Invite counseling and others to division meetings for up-t-o-date information and updates; gives opportunity for faculty to ask questions

	<p>on a variety of issues related to student services.</p> <ul style="list-style-type: none"> • Reinforce transfer, career, and completion in Supplemental Instruction sections. • Build Partnerships for a collaborative pipeline (ex. Bridge to Success Model – SF Unified School District)
Momentum Points	<ul style="list-style-type: none"> • Major sheets that clearly define a path for students to follow • Integrated counseling – Integration of counseling into programs (ex. Learning Communities, ELI, TRIO) • Supplemental Instruction and the development of the Acceleration Model in English and Mathematics

Student Feedback

Phase: Entry

Loss Points	<ul style="list-style-type: none"> • Online registration – difficult to maneuver • Web Smart interface needs to be updated • In Building 2, lack of opportunity for counselors to make connections/get to know students • Not enough outreach to high schools
Strategy/ Activity Ideas	<ul style="list-style-type: none"> • Need for more connections with counselors and high schools; also outreach staff • For ESOL students, develop outreach/transfer information in different languages • Orientations are good – need to be shortened a bit though • Make workshops more convenient (times) • Offer more drop-in counseling • Counselor training – working with first-semester students • Develop pre-preparations programs at high schools (prepare students for transfer early) •

Student Feedback

Phase: Connection

Loss Points	<ul style="list-style-type: none"> • Need more outreach to local high schools • Early connections with counselors difficult (not enough counselors – appointments after orientation too quick) • Not enough Transfer Ambassadors outreach at local high schools (hire Transfer Ambassadors that speak multiple languages) • Lack of information on available student service programs (ex. Financial aid; placement, college catalog) •
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<p>Strategy/ Activity Ideas</p>	<ul style="list-style-type: none"> • Motivational speakers to inspire students early in the process (alumni) • Need for counselors and staff to make “personal connection with students” • House “transfer folders” for students in the Transfer Center (similar to how the learning center does) • Need more workshops on paying for college • Make COUN 100 mandatory for all students • Need for more counselor time/appointments • More stress on importance of transfer • Improved promotion of transfer related events/workshops
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Use of Social Media (ex. Transfer Center Facebook and Twitter pages) • Referrals – Making students aware of on-campus and off-campus programs that support transfer • High School/ College Day (High School Transfer Conference) • College Orientation • COUN 100 • IGETC • Informational flyers and ads • Transfer Day/Fair • Career Day/Networking Night • Campus representative visits • Learning communities • Orientation

Student Feedback

Phase: Progress

<p>Strategy/ Activity Ideas</p>	<ul style="list-style-type: none"> • Offer transfer specific course (that teaches students how to transfer (ex. COUN 104)) • Institute Mid-Semester Progress Reports for all students (via Web Smart) • Require that all faculty who teach use Web Access so that students have easy access to their grades throughout the year • Simplify IGETC – complicated to understand; make a user friendly interface (on-line) • Add a transfer tab on Web Access so that students can look up grades and progress • Development of major handouts • Students need more access to counselors; time to develop “better connections”. • More transfer events on campus • Even with limited resources, figure out how to accommodate students with the support (resources and counseling) that students who participate in programs like EOPS or TRIO receive • Need for more student organizations
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	<ul style="list-style-type: none"> • Develop system on Web Smart to help students track their goals • Send students outreach emails/reminders • Develop transfer evaluation system • Offer more workshops for transfer students – Transfer Orientations • Bring in alumni to speak to students about their transfer experiences
<p>Momentum Points</p>	<ul style="list-style-type: none"> • Transfer related websites – ASSIST • Transfer workshops and events • Classroom announcements regarding transfer •

Additional Discussion

In all subgroups reporting, there was much overlap in both loss and momentum points. While the subgroups enumerated many important suggestions and observations, several key points seem to consistently emerge from the discussions:

The need for increased outreach efforts

Several groups mentioned the need to increase our outreach efforts with our local high schools. In particular, the need to begin early education about transfer and the importance of transfer planning were referenced.

The need to improve the methods by which we communicate transfer related information, programs, services, & resources to our students (potential and current).

One key loss points that seems to consistently appear throughout the report is the need to improve the way we communicate *transfer* to students, whether it be general transfer information, workshop and event information, campus representative visits, etc. The need to improve our communication through different mediums, including paper, the college website, WebSmart, and social media was mentioned.

Increased need for student access to counseling support

Several groups mentioned the need to provide increased access to counseling support to help guide students through the difficult process transfer process. The student group asked that the college consider a way of making counseling support offered through special programs such as EOPS and TRiO a model for all college students.

The recommendations noted above represent a small sampling of the comments, suggestions, and ideas generated by the groups. As the college continues its Transfer Initiative discussions, it is important to not only consider each idea generated by the sub-groups but to communicate to the college community our progress in implementing the strategies presented within this report. Doing so will help foster the culture of transfer on our campus.

Summary of Recommendations

The Addendum C document is a summary of recommended strategies and subsequent timing/evaluation methods of the ideas put together. The recommendations were compiled as a synopsis of the common ideas and strategies put together across all sub-committees. The specific ideas by each strategy area will be made available to the recommended person(s) responsible to following up on implementing/evaluating each goal, so ideas can be vetted and discussed further among key faculty and staff to determine value, benefit and feasibility.

Next Steps

While the initial Transfer Initiative meeting held on March 7th, and the subsequent student meeting held on May 8th, provided an abundance of valuable information to consider, reflect, and respond to, as we move towards meeting the goals of the Transfer Initiative, more work is needed to make sure we meet the goals of the initiative. To help move the Transfer Initiative agenda forward, the following next steps are recommended:

- In Fall 2012, present the summary of recommendations to the Skyline administration to solicit further feedback and to evaluation budget and programmatic implications for the upcoming Fall and Spring semesters
- In Fall 2012, host a second Transfer Initiative meeting open to all faculty and staff to present the summary of recommendations and to solicit feedback and further input
- In Fall 2012, host a second student forum to present the summary of recommendations and to solicit feedback and further input
- During the Spring 2013 semester, hold community discussions with External Stakeholders to garner with feedback.
- Establish Transfer Task Force. Task Force will focus on helping the college meet the goals of the Transfer Initiative. In addition, the Task Force will review current literature in the field and determine applicability of research to the creation of programs, services, and resources and connection to recommended loss and momentum points.
- In order to make the recommendations a living document, it is recommended to gain commitments from the recommended persons responsible for each key strategy area to agree to evaluate, monitor and report on progress of their respective areas. In addition, each strategy area has key ideas from this initial process that can be further vetted, discussed and added to. As the conversations and meetings continue, these leaders would lead a process to update, evaluate, change and determine if the many ideas are the most effective approach to achieving the strategies outlined and report to the Transfer Task Force.
- Collaborate with college researcher to establish methods by which to evaluate the newly implemented Transfer Initiative strategies.

Conclusion

This report provides a detailed summary of the recommendations and strategies collected through the Transfer Initiative discussions. This work argues for the need to continue discussions on creating a successful culture of transfer and student success for the college. Our institution already has the dedication and commitment from administration to make this initiative a successful one. And with the collaboration of all areas of the college (all staff and faculty and current student involvement) this initiative can serve as a model for the country.

To implement these recommendations for Skyline College requires looking through a lens of social justice and agency. As educators, we need to constantly remind our community that student service and access will be constantly changed and challenged due to budget issues, policy changes at our 4-year institutions, federal funding changes or the changes in our economy. At the same time, due to these changes, our enrollments will most likely increase as communities will see the community college as a viable, realistic and accessible form of higher education. These changes will require a significant commitment from our college as a whole to meet the demands of our students, the community, and the state. We are confident that Skyline College will succeed in this effort.

Addendum A

This review of literature was written by Jacqueline Escobar as background information for the March 7, 2012 Skyline College campus-wide initial Transfer Initiative Meeting.

**SKYLINE COLLEGE TRANSFER INITIATIVE
COMMUNITY DISCUSSIONS ON TRANSFER**

The Skyline College Transfer Initiative – “Community Discussions on Transfer” – is based on the college’s commitment to providing “a comprehensive, open access community colleges that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment.” (Skyline College Mission Statement). This initiative will allow us, as a community - to undertake a comprehensive assessment of our ability to serve transfer oriented students. Together we will establish “*a culture of inquiry*” serving as a framework for us to reflect, explore and work collaboratively to significantly impact and improve the college’s position as a leading transfer institution.

Throughout the last few years, Skyline College has undertaken several initiatives that have positively impacted the number of students we transfer. College-wide discussions spearheaded by the Basic Skills Initiative and the First-Year Experience, have led to the development of numerous programs: Math Academy, Supplemental Instruction, First-Year Experience Programs, Early Alert). These new programs add to the highly successful transfer support programs residing on campus for years (e.g. ASTEP, Puente, Kababayan, MESA, HONORS, EOPS, TRIO). These initiatives also allowed for the inclusion of curricular changes, including the development of contextualized curriculum and supplemental instruction. The commitment to support, fund, and institutionalize such programs speaks to the college’s commitment to our mission of transfer. In addition, the development of such programs aligns with the college’s strategic goal of developing innovative programs, services & modes of delivery (College Goals and Strategies, 1.1).

In 2008, Skyline College was one of seven colleges recognized by the Chancellor's Office for having "consistently higher than expected transfer rates" in a study conducted by the Research and Planning Group. The study noted the college's strengths in promoting transfer, including Skyline's Student and Community focused feel, including strong learning communities, "small college" feel and a high level of faculty responsibility for student success, a strong transfer culture that was identified through the work of the Transfer Center, among many other success factors (Mery, P., & Johnstone, R., 2008). "Although Skyline has a strong history of transfer success, the numbers by race and ethnicity show that, like statewide statistics, Skyline College can be doing more to improve transfer overall. Moreover, in an effort to achieve equity, Skyline College can focus further on closing the educational attainment gap among under-represented minorities on campus".

Transfer – A college-wide commitment

Since 1996 when the state legislature mandated the development of Transfer Centers throughout California Community Colleges. Skyline's Transfer Center has developed and provided been developing and providing transfer related programs, services, and resources assisting students in the successful transfer. And while the Transfer Center has assumed the primarily role of *communicating* transfer to students, the responsibility of transfer is an institutional responsibility. Every administrator, faculty member, classified staff member, and member of college services, assumes the responsibility of assisting students in reaching their goal of transfer. From the instructional faculty, who teach and inspire our transfer students in their classrooms, to the counseling faculty who help students maneuver through the ever changing and complicated transfer admissions policies; from the classified staff member who is the first contact that a student makes when visiting the college, to the custodial staff that keeps our campus looking beautiful and clean, sending a message to our students that we care about their educational experience at Skyline. It is for this reason that our transfer initiative discussions are entitled "*Community Discussions on Transfer.*"

PROGRAM DESIGN

To guide our campus-wide discussion on transfer, we will follow the *Completion By Design* model developed by the Bill & Melinda Gates Foundation. *Completion by Design* provides a pathway for colleges to examine how they interact with their student from the moment they are introduced to the college and apply until the moment they graduate and/or transfer. *College By Design* asks community college to consider potential loss points – where thoughtful intervention can make the difference between success and failure, and momentum points, such as the transition from education to work or transfer to four-year colleges and universities. *Completion By Design* mitigates loss points and builds on the momentum points. Through this model pathway, Skyline College will be able to identify those areas where we are losing students and employ a different practice to take students from enrollment to degree completion. While *Completion By Design* seeks to identify college-wide loss and momentum points, the college's initiative will contextualize this discussion to loss and momentum point in the area of transfer. However, as transfer is intertwined and dependent on what an institution does overall, the institution can improve as a whole can improve through this effort and evaluation.

Research suggests that there exist social and educational inequities that affect the student and the educational systems designed to serve them; inequities that are located in student characteristic as well as in state and institutional practices and policies.¹ Studies have shown that a student's family background exerts part of its influence on a student's achievement by affecting the expectations that

¹ Goldrick-Rab, Sara. (2007) Promoting Academic Momentum at Community Colleges: Challenges and Opportunities. Community College Research Center Working Paper #5. Teachers College, Columbia University.

parents, teachers, and peers hold for a student.² Even when the students own expectations of themselves are raised, and the student themselves have indicated an intent to earning a degree, this in of its self does not translate into a concrete and realistic plan.³ “In other words, simply stating an goal to earn an associate degree does *not* mean that the student has made a commitment to a future course of behavior.” (Morgan, 2005). In fact, studies have shown that while 36% of students entering a community college student indicate an intent to transfer, six years later, only half of those students have actually done so. Students from socioeconomically disadvantages family backgrounds are less likely to possess a clear sense of how to navigate the college’s social or academic context.⁴ Thus, when faced with multiple pathways and options, they are more likely to make ineffective choices towards meeting their educational goal.⁵ As the college begins to evaluate it loss and momentum point in the goal of creating a *model transfer pathway*, the college will want to use such research, and the resulting effective and promising practices, to guide our work towards developing strategies that effect change in the number of students it transfer to four-year colleges and universities.

² Bowen, W.G., Kuzweil, M.A., & Tobin, E.M. (2006) *Equity and Excellence in American higher education*. Charlottesville: University of Virginia Press.

³ Morgan, S.L. (2005) *On the edge of commitment: Educational attachment and race in the United States*. Stanford, CA: Stanford University Press.

⁴ Bailey, T.R., Leinbach, T., & Jenkins, D. (2006) *Is student success labeled institutional failure? Student goals and graduation rates in the accountability debate at community colleges*. New York: Columbia University, Teachers College, Community College Research Center.

⁵ Alfonso, M. (2004). *The role of educational expectations and college choice in transfer and baccalaureate attainment of community college students*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Addendum B

This review of literature was written by Suzanne (Collins) Poma as background information for the March 7, 2012 Skyline College campus-wide initial Transfer Initiative meeting.

Why Study Transfer at Skyline College?

Transfer rates to 4 year universities are one of the main milestones community colleges can use to track student success and educational goal attainment. According to an October 2010 report released by the Institute for Higher Education Leadership and Policy, California community colleges are seeing low overall completion rates of students completing vocational programs, associate degrees and transferring to 4 year universities (Moore, C., & Shuluck, N. 2010). Specifically, about 23% of degree seekers transferred to a university, and within that low transfer rate, underrepresented minorities had even lower rates. For example, Latinos had a 14% transfer rate vs a 29% of white students (Moore, C., & Shuluck, N. 2010).

Where does Skyline fit into this picture? According to the California Community Colleges Transfer Velocity Report for the 2005-06 Cohort of Students, 48% had transferred within 6 years. Students in the report identified as Hispanic and Filipino had some of the lowest transfer rates, 36% and 37% respectively, compared to their peers who white (48%) and Asian (68%). African American and Native American students had a 50% transfer rate, but it is noteworthy that the number of students in these two groups who entered as transfer students was extremely low, 14 African American and 2 Native American students.

Compared to statewide averages, Skyline College not only did well, but Skyline College's higher than expected transfer rate was recognized and studied. A 2008 report on Transfer Center practices completed by the Research and Planning Group for California Community Colleges identified Skyline as 1 of 7 California Community Colleges to do an in-depth study of Skyline College's best practices. Many of Skyline College's strengths in promoting transfer were noted. The

study noted Skyline's Student and Community focused feel, including strong learning communities, "small college" feel and a high level of faculty responsibility for student success. Additionally noted was a strong transfer culture that was identified through the work of the Transfer Center (then Transfer Opportunity Center), such as workshops, university representatives on campus, student communications, and learning communities with a transfer emphasis; among many other success factors (Mery, P., & Johnstone, R., 2008). Although Skyline has a strong history of transfer success, the numbers by race and ethnicity show that, like statewide statistics, Skyline College can be doing more to improve transfer overall. Moreover, in an effort to achieve equity, Skyline College can focus further on closing the educational attainment gap among under-represented minorities on campus.

The literature available on Community College Transfer provides a strong analysis of services gaps as well as successful strategies to support students overcome barriers to their success. A study, *Bridging the Gaps to Success*, conducted in Texas of 6 community colleges that had higher than expected transfer rates for low SES and first generation students pointed to three common characteristics of each campus that reflect best practices. One characteristic that stands out is having a culturally sensitive leadership, that specifically dedicated strategic planning in the area of transfer (Taylor Smith, C., Miller, A & Bermeo, A, 2009). In the Research and Planning (RP) Group for California Community Colleges review of literature, *Transfer Issues and Effective Practice*, the creation of a strong transfer culture was noted as a key element to successful transfer rates. Specifically, it is cited that it was much more likely that administrators at high-transfer rate institutions said that transfer was the college's number one function (Serban, A., Kozeracki, C., Boroach, D., Over, L., Malmgren, I., & Smith, B., 2008). Currently, Skyline College has administrators committed to examining transfer and increasing transfer rates; which can only increase Skyline College's path to remain a leader in increased transfer rates for all Skyline College students. With support from Skyline

College's leadership, faculty and staff can go further faster in collectively working towards achieving increased transfer rates for Skyline College students.

Skyline College recently completed the basic skills initiative process. Moving students faster and more successfully through basic skills courses is noted in several studies on transfer. It is important to build off of the momentum started and connect the basic skills work to increasing transfer rates.

Furthermore, without a full analysis and tangible goals to track regarding transfer, it is difficult to measure Skyline College's success. In the October 2010 report released by the Institute for Higher Education Leadership and Policy, *Divided We Fail: Improving Completion and Closing Racial Gaps in California Community Colleges*, recommendations on tracking several milestones and enrollment patterns were made (Moore, C., & Shuluck, N. 2010). Through tracking milestones and enrollment patterns, Skyline College has the opportunity to look at patterns, respond to challenges in a timelier manner to both build off of our successes and change the way we react to the needs of our students.

Overall, through careful analysis and reflection on what the campus is doing now to support students to transfer and what more can be done on a campus-wide, departmental and individual level Skyline College Faculty and staff have the opportunity through the Transfer Initiative to become a leader in promoting transfer as a campus-wide priority and helping to close the educational attainment gap among students who face the greatest barriers to attain their goal of transfer.

Resources

- Moore, C., & Shuluck, N. (2010). *Divided we fail: Improving completion and closing racial gaps in California's community colleges*. Institute for Higher Education Leadership and Policy. Retrieved from www.edexcelencia.org/research/divided-we-fail-improving-completion-and-closing-racial-gaps-california-community-colleges
- California Community Colleges Chancellor's Office, Transfer Velocity Cohort Report Retrieved from <https://webprod.cccco.edu/datamarttrans/dmtrnsstucsel.aspx>
- Mery, P., & Johnstone, R. (2008) *Transfer practices at Skyline College, case study #7 of 7 featuring colleges with consistently higher than expected transfer rates*. The Research and Planning group for California Community Colleges Center for Students Success. Retrieved from www.rpgroup.org/sites/default/files/TLC_Case_Study_SkylineCollege.pdf
- Serban, A., Kozeracki, C., Boroch, D., Over, L., Malmgren, I., & Smith, B. (2008). *Transfer issues and effective practices a review of literature*. The Research and Planning group for California Community Colleges Center for Students Success. Retrieved from www.rpgroup.org/sites/default/files/TLC_Transfer_Practices_Lit_review.pdf
- Hezel Associates(2010),*Promising Practices in Statewide Articulation and Transfer Systems*. Western Interstate Commission for Higher Education. Retrieved from <http://www.wiche.edu/info/publications/PromisingPracticesGuide.pdf>

*Addendum C*Transfer Initiative Recommendations Summary - FY 2012/2013

Goal: To increase transfer rates at Skyline College, to be a leading Transfer Institution in the State, and work to close the transfer attainment gap among underrepresented student populations at Skyline College

<u>Strategy</u>	<u>Tactics</u>	<u>Measurements/Timing</u>	<u>Who's Responsible</u>
<p>Strategy A Increase Transfer Outreach efforts through both on-campus and off-campus outreach from several departments in a coordinated effort</p>	<p>Strategy A Tactic 1 Increase High School/New Student Outreach through student and parent workshops/events/ HS campus outreach (Phase: Connection)</p>	<ul style="list-style-type: none"> By Spring 2013, Skyline College collectively will track the number of events attended/hosted at or with all of the local high schools to set as baseline for future years Students and parents will report that workshops increased their knowledge of transfer and better prepared students for transfer 	<p>Dean of Enrollment Services, Outreach Committee, Transfer Center, Admissions and Records</p>
	<p>Strategy A Tactic 2 Increase scope and reach of On-Campus/Matriculated Student Outreach to strengthen Skyline's Transfer Culture (Phase: Connection/Entry)</p>	<ul style="list-style-type: none"> By Spring 2013, Skyline College will have tracked the number of transfer-related workshops across all departments and the number of students in attendance across departments to set as baseline for future years Students will report that workshops/events increased their knowledge of transfer and better prepared students for transfer 	<p>Transfer Center, Admission and Records, Financial Aid, Counseling Faculty, DSPS, Instructional Faculty, All Faculty and Staff</p>
<p>Strategy B Improve Placement testing process, environment and collaborations to support student success and improve placement scores</p>	<p>Strategy B Tactic 1 Relocate the Assessment Center, make improvements to testing environment and process (Phase: Connection/Entry)</p>	<ul style="list-style-type: none"> By Fall 2013, Skyline will be able to accommodate more students and provide a more productive effective placement testing environment after the assessment center relocation Through pre/post student satisfaction survey, students will report greater satisfaction with the placement testing environment and process 	<p>Assessment Center/ Dean of Counseling/ VP of Student Services</p>

<u>Strategy</u>	<u>Tactics</u>	<u>Measurements/Timing</u>	<u>Who's Responsible</u>
	<p>Strategy B Tactic 2 Pilot and evaluate test preparation programming (Phase: Connection/Entry)</p>	<ul style="list-style-type: none"> By Spring 2013, evaluate the effectiveness of pilot programming for assessment and determine if and how efforts could be expanded. 	<p>The Learning Center, Math, English and Counseling Divisions</p>
<p>Strategy C Streamline and provide additional support during student orientation process making entry to Skyline College as smooth as possible and allowing students to connect with counselors at first point of contact</p>	<p>Strategy C Tactic 1 Set up systems so that the students orientation process is streamlined and supports students meeting with counselors for a follow-up appointment during their first semester to ensure priority registration and support. (Phase: Connection/Entry)</p>	<ul style="list-style-type: none"> By Spring 2013, students will report streamlined procedures and efficiencies for the matriculation process through orientation student satisfaction survey By Spring 2013, 10% increase of new matriculated students will have met with a counselor a second time and achieved priority registration 	<p>Dean of Counseling, Dean of Enrollment Services, Admissions and Records, VP of Student Services</p>
<p>Strategy D: Respond to increased need for student access to counseling support</p>	<p>Strategy D Tactic 1 Evaluate strategies to increase access to counseling services and implement changes and modifications to respond to student need (Phase: Connection, Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> By Spring 2013, student wait time for counseling appointments will be reduced By Spring 2013, explore ways for students who don't participate in learning communities/support programs to have access similar support from general counseling and make recommendations on how to provide this support 	<p>Dean of Counseling, VP of Student Services</p>
<p>Strategy E Utilize and develop technological tools that create efficiencies for students</p>	<p>Strategy E Tactic 1 The Transfer Center and Financial Aid Office will collaborate with Admissions and Records and the Outreach Committee to create targeted follow-up emails regarding transfer, financial aid, registration, and alert students to opportunities and resources. (Phase: Connection, Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> By Spring 2013, as a result of increased student communication, students will report being more informed and more likely to access resources. 	<p>Dean of Enrollment Services, Dean of Counseling, Admissions and Records, Financial Aid, Outreach Committee, Transfer Center</p>

<u>Strategy</u>	<u>Tactics</u>	<u>Measurements/Timing</u>	<u>Who's Responsible</u>
	<p>Strategy E Tactic 2 Evaluate alternative systems for registration and utilizing electronic transcripts (Phase: Connection, Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> By Spring 2013, a recommendation will be provided. 	<p>Dean of Enrollment Services, Admissions and Records</p>
	<p>Strategy E Tactic 3 Finalize and continue website upgrades and expand utilization of various forms of media for student communications (web chat, virtual advising, video etc, facebook) (Phase: Connection, Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> Students will access more information through social media and will report being more informed and likely to access resources. 	<p>Public Information Office, Transfer Center, All Faculty</p>
	<p>Strategy E Tactic 4 Continue training and expand usage of DegreeWorks (Phase: Progress, Completion)</p>	<ul style="list-style-type: none"> A 10% increase of students will access DegreeWorks and students will report being more empowered to track their degree progress 	<p>Admissions and Records, Counseling</p>
	<p>Strategy E Tactic 5 Financial Aid office implementation of Business Process Analysis (Phase: Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> By Spring 2013, the new system will be implemented and efficiencies of the new system will be evaluated by staff. 	<p>Financial Aid Office, Dean of Enrollment Services, ITS</p>
	<p>Strategy E Tactic 6 Expand utilization of Websmart and Web Access to provide students with important information (Phase: Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> Ongoing/By Spring 2013 	<p>Dean of Enrollment Services & Dean of Counseling in collaboration with various staff and ITS</p>
	<p>Strategy E Tactic 7 Evaluate streamlining English Placement test results through implementing an automated uploading system through Banner(Phase: Connection/Entry)</p>	<ul style="list-style-type: none"> By Fall 2012, determine capacity to implement new procedures to be able to increase staff capacity in the Assessment Center. 	<p>Assessment Center, ITS</p>

<u>Strategy</u>	<u>Tactics</u>	<u>Measurements/Timing</u>	<u>Who's Responsible</u>
<p>Strategy F Increase efforts of Multi-disciplinary Staff Communication and Collaboration around Transfer</p>	<p>Strategy F Tactic 1 Increase training about key resources to staff in other disciplines/support service areas (Phase: Connection, Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> Through Flex-Day activities and trainings, faculty staff will report an increase in knowledge of services and programs provided by other departments enabling all staff to better direct students to appropriate transfer-related resources 	<p>All Division Deans, VP of Student Services, VP of Instruction</p>
	<p>Strategy F Tactic 2 Increase cross-departmental and cross-divisional information sharing and exchange to build a campus-wide transfer culture (Phase: Connection, Entry, Progress, Completion)</p>	<p>By the end of Fall 2012:</p> <ul style="list-style-type: none"> Integrate counseling into division meetings- great forum for communication (changes or updates in student services; transfer; articulation) Share collected data with all Deans so they can use data in division meetings, faculty knowledge- support Deans/Faculty to create transfer degrees Development of a faculty mentorship program (ex. Transfer Advocate Program/Transfer Center Best Practice) Instructors and counselors can collaborate to promote transfer, financial aid and career resources in the classroom (information on syllabus, classroom presentations, extra credit to attend events) 	<p>All Division Deans, VP of Student Services, VP of Instruction, Transfer Center</p> <p>Transfer Center</p> <p>Instructional Faculty, Student Services, Division Deans</p>
<p>Strategy G Strengthen existing Systems that support transfer</p>	<p>Strategy G Tactic 1 Support and create SB 1440/ AA-T/AS-T degrees (Phase: Entry, Progress, Completion)</p>	<ul style="list-style-type: none"> # of new degrees created # of students applying for AA-T and AS-T Degrees 	<p>Articulation Officer/ Transfer Center, Instructional Faculty, VP of Instruction</p>

<u>Strategy</u>	<u>Tactics</u>	<u>Measurements/Timing</u>	<u>Who's Responsible</u>
	<p>Strategy G Tactic 2 Continue to expand articulation efforts</p>	<ul style="list-style-type: none"> • # of new articulation agreements 	<p>Articulation Officer, Transfer Center, Counseling Division</p>
<p>Strategy H Create and support systems to streamline transfer pathways</p>	<p>Strategy H Tactic 1 Continue to build student communication and messaging around transfer and career pathways</p> <p>Evaluate and create stronger systems to help students identify clear options to degree completion/transfer.</p>	<ul style="list-style-type: none"> • Ongoing • Evaluate effectiveness of current systems and transfer pathways to determine barriers to completion; Streamline students navigation of educational options 	<p>Articulation Officer, Career Center</p> <p>Articulation Officer Research and Planning, VP of Instruction, Transfer Center</p>
<p>Strategy I Research and evaluate successful models at other Community College campuses</p>		<ul style="list-style-type: none"> • By Summer 2013, recommendations on best practices will be made and evaluation of effectiveness of implementation of first phase of Transfer Initiative/CBD model 	<p>Transfer Center, Dean of Counseling Research and Planning</p>
<p>Strategy J Expand External Stakeholder engagement</p>	<p>Strategy J Tactic 1 Expand external stakeholder engagement in the areas of outreach, increasing access to new student populations, and preparing future Skyline students for Transfer prior to entry (Phase: Connection)</p>	<ul style="list-style-type: none"> • By Spring 2013, Skyline will host a Transfer Initiative meeting with External Stakeholders for input on recommendations and how to best promote Transfer prior to students' entry into Skyline 	<p>President, VP of Student Services, Dean of Enrollment Services, Dean of Counseling, Transfer Center</p>

Note: All bolded positions are the recommended person(s) responsible to lead and report on the implementation and evaluation of recommendations via existing committees, collaborations and roles. A synopsis of ideas from all Subcommittees that pertain to each strategy and tactic will be provided when applicable.

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