

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud
November 16, 2011

Skyline College Professor Supports the Movement



Dr. Tony Jackson and his wife Hilary represented his band TONE 7 at the Occupy Wall Street in Oakland on Thursday morning, 10/27/11 to offer the demonstrators something light and to show their support in lieu of the police attack the previous Tuesday night.

TONE 7 donated albums to the cause, featuring the song from the new video, "Revolutionary Eyes" in honor of the OWS (Occupy Wall Street) participants. Once at the site, Dr. Jackson and company handed out free donuts and albums, dubbing the event, "Donuts and a Theme Song". They held interesting conversations with demonstrators, who ranged from those who had been out of work for quite some time, to students, to employed people participating by checking in on a part-time basis, to a couple of film crews from outside the U.S.

Terrance Hunter said, "It's hard out here for people...and the banks don't care! What the cops did was ridiculous. We're out here for them too!" Dr. Jackson noted, "Later, as we tried to throw our trash away, we noticed that ALL the trash receptacles had been moved from the area. We had to go to the street to find a trash receptacle and we thought it interesting that the police were planning to use the issue of sanitation as a pre-text to re-enter the area."



Dr. Jackson (right) is shown in the photo with Terrence Hunter (left), a protester who indicates that he has been unemployed for three years.

Article and photos submitted by Dr. Tony Jackson

SKYLINE SHINES

Exhibitions at Skyline College Art Gallery

There was a great turnout for the Día de los Muertos Art Exhibit and Reception at the Skyline College Art Gallery on November 2. Students created altars, sculpture, paintings and more for the exhibition, commemorating the lives of loved ones. Check out the Día de los Muertos Photo Gallery on the [Skygallery Facebook](#) page to see photos of the reception. The Skyline College Jazz Quintet, under the guidance of new music Professor Zack Bruno, performed a terrific set of beats during the reception. The Quintet featured Ben Villa on Trumpet, Andrew Fenn on Tenor Sax, Nathaniel Welch on Drums, Vince Iannone on Piano, and Alex Rosales playing string Bass.

All sorts of delicious Día de los Muertos pastries were provided by Casa Latina Panaderia in Berkeley. Then, on November 10, the college held an Art Reception for *From Shadows to Light*, which featured Photographs, Ceramics, and Sculptures by Skyline College students. This exhibition is guest curated by Skyline College Photography Professor Arthur Takayama. The show will be on view in the Art Gallery through December 2. The Jazz Quintet also performed at the Art Reception. Visit the Skyline College Gallery website or Facebook page for more information: <http://www.smccd.edu/accounts/skygallery> or <http://www.facebook.com/skygallery>



Día de los Muertos Altar



Skyline College Jazz Quintet



Exhibition Reception

Article and photos submitted by Paul Bridenbaugh

Skyline College Students Win at National Science Conference



Photos (from left): Sean Linder, Nicole Garza, Ronnie Marania, and Riana Mesias. The posters can be read at <http://skylinecollege.edu/case/biol690/sacnas.html>

A group of students from Skyline College presented their research findings at the national Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) annual conference, which took place October 27-29, 2011 at the San Jose Convention Center. Three Skyline College biology students took home the prize for their research.

With fresh findings in biotechnology, environmental engineering, mathematics, chemistry, psychology and other realms, students, nearly 1,000 research posters were presented by university and college students.

Skyline College student presentations:

- *Prunus mahaleb* Inhibits the Gram-negative Bacterium *Escherichia coli*. Estella Gomez. Mentor: Christine Case.
- Distribution of Fecal Coliform Bacteria In A Central California Coastal Stream. Timoty Viray and Eric Fung. Mentor: Christine Case.
- Investigation of the antimicrobial activity of *Chrysanthemum indicum*. Dagan Poon. Mentor: Christine Case.
- The Antimicrobial Activity of *Sapindus mukorossi*. Raya Mesias and Anand Singh. Mentor: Christine Case.
- Inhibition of *Escherichia coli* growth in food by *Arctostaphylos glauca*. Ronnie Marania and Riana Mesias. Mentor: Christine Case.
- Antibacterial Activity of *Heteromeles arbutifolia*, An Ethnomedicinal Plant Historically Used By Native Americans. Nicole Garza and Sean Lindner. Mentor: Christine Case.
- Investigating the Antimicrobial Properties of *Punica granatum*. Jeanelle Diaz and Tsz Ying Leung. Mentor: Christine Case.
- Improved Motor Function in Persons With Hemiparesis Using Mirror Exercises. David Villafuerte and Jeser Villaneuva. Mentor: Shari Bookstaff.

Ronnia Marania and Riana Mesias won the Biology prize for their research on inhibition of *E. coli* bacteria in food by a manzanita plant. Marania and Mesias are Biology majors and they are advised by Skyline College Biology professor Dr. Christine Case. Rebecca Beloso, also from Skyline College, won a Biology prize for her research on a fungal infection in frogs. She was advised by Biology professor Dr. Vance Vrendenberg of San Francisco State University.

The students met 2011 Nobel laureate Alex Filippenko and attended workshops on a variety of topics in science and professional development. Chris Case gave a presentation on "Involving Community College Students in Original Scientific Research." Pat Carter, Carmen Velez, AJ Bates, and Stephen Fredricks also attended the conference.

California State Assembly Speaker Pro Tem Fiona Ma and Skyline College's James I. Wong

California State Assembly Speaker Pro Tempore Fiona Ma, Assemblywoman, 12th District, and former San Francisco District Supervisor, joined the Wong Family for an informal afternoon luncheon, including Skyline College's James I. Wong, Professor of History and Geography. The luncheon at his mother's apartment in San Francisco included several hours of reminiscences about growing up Chinese American, as well as discussion about the state of affairs in San Francisco, California, China, and the United States. The Assemblywoman also expressed to James her earnest desire to speak on the campus of Skyline College in the future.

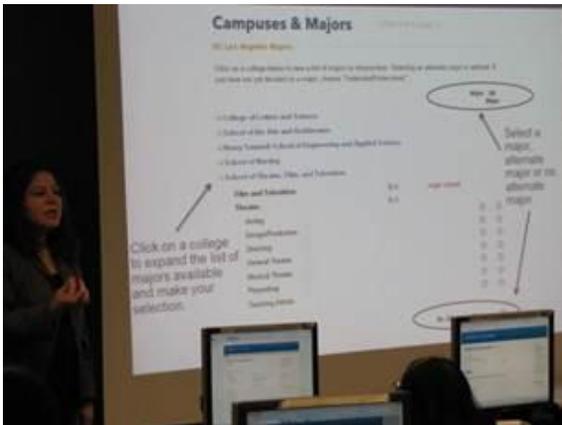
Shown in photo at right: Speaker Pro Tem Fiona Ma, (in brown jacket) is next to the Wong family matriarch (in cap). Also included in the photo are the six siblings and two in-laws of the extended Wong Family. James is pictured in the white shirt next to his mother.



Article submitted by James I. Wong

PROGRAMS

TRiO Partners with Transfer Center for UC Application and Personal Statement Workshop



The months of October and November are crucial for students transferring to a UC or CSU as admission applications to these institutions are being accepted. In an effort to promote transfer and to assist students with the transfer process, the TRiO program, in collaboration with Jacqueline Escobar, Director of the Transfer Center hosted a UC Application and Personal Statement Workshop on Tuesday, October 18, 2011.

During the workshop, approximately twenty TRiO students received important updates regarding admissions to the UC system as well as step by step instructions on how to complete the application. In addition, Jacquie reviewed the UC personal statement prompts and provided a number of strategies for writing a strong and convincing personal statement. Throughout the workshop, TRiO students were engaged and asked questions that helped clarify the admissions process to the UC system. The workshop was well-received among TRiO students, who now have a better understanding on how to apply to the UCs. Special thanks to Jacqueline Escobar for facilitating such a successful workshop. *Article submitted by Jessica Lopez*

Skyline Students Chosen for Leadership Conference



A select group of Skyline College students honed leadership skills for the future during a special conference for engineering and computer science majors.

The Mathematics, Engineering, Science Achievement (MESA) Student Leadership Conference offers extensive professional and leadership development through direct interaction with industry mentors and speakers. The hand-picked MESA students, engineering or computer science majors, are from 25 universities and community colleges across the state, including Skyline.

Pacific Gas and Electric Company (PG&E) sponsored the event with a \$60,000 grant that allowed 152 students to attend. More than 18 PG&E employees volunteered their time to work closely with the students during the conference October 6-8 at the Oakland Convention Center.

PG&E has supported MESA since 1979 and will be recognized for the extensive assistance in helping educationally disadvantaged MESA students graduate in math-based fields. Joel Dickson, director of pipeline safety and partnerships at PG&E, encouraged students to continue on their educational paths.

Other sponsors include San Diego Gas & Electric, Southern California Gas Company, East Bay Municipal Utilities District, Sacramento Municipal Utilities District and Vanir Construction Management, Inc.

Student attendees represent the following campuses: CSU Chico, CSU East Bay, CSU Fresno, CSU Long Beach, CSU Los Angeles, CSU Sacramento, San Diego State University, San Francisco State University, San Jose State University, Sonoma State University, UC Riverside, UC Santa Barbara, UC Santa Cruz, American River College (Sacramento), Butte College (Oroville), Cañada College (Redwood City), City College of San Francisco, Cosumnes River College (Sacramento), Los Medanos College (Pittsburg), Mission College (Santa Clara), Napa Valley College, Sacramento City College, San Diego City College, San Joaquin Delta College, Skyline College (San Bruno), Southwestern College, and Yuba College (Marysville).

For more information about MESA visit <http://mesa.ucop.edu/home.html>. This contribution was written by MESA Statewide Office Communications Coordinator Danielle McNamara.

Pictured are Joel Dickson of PG&E on the left with Skyline College MESA Director Stephen Fredricks (Center right) and Skyline College MESA students (left to right) Salim Hanhan & Phillip Cho (rear), Johnny Turney (Center), Elaine Talle and Rachel Pangani (Front).

Photo Credit: MESA photographer Jesus Barot.

Skyline College Backpacking Class Visits Point Reyes



Skyline College students enrolled in “Backpacking for Fitness” recently completed a two-day trip to beautiful Coast Camp in Point Reyes National Seashore. The trip featured over nine miles of intense hiking with all necessary food and equipment carried by the students. Participants included Nathan Cunningham, Tom Chung, Xiu Li, David Nascimento, Danny Mendoza, Hailu Asfaw, Grace Freeman, David and Nicolette Pringle, Maryann Valco, Sharon and Dwayne Akers, Dan Cappeletti, Instructor Jan Fosberg, and ECE Professor Kate Browne. *Article submitted by Jan Fosberg. Photos by Kate Browne.*

Students Inducted Into Phi Theta Kappa



On November 1, 55 Skyline College students were inducted into the Phi Theta Kappa honor society. Beta Theta Omicron, Skyline College’s chapter, hosted the Fall induction for new members of Beta Theta Omicron, Beta Xi Eta (CSM) and Beta Zeta Nu (Cañada College). Our Chapter president, Camille Espirtu, welcomed new members and their families. Camille invited new members to participate in Beta Theta Omicron’s Honors In Action project—teaching computer literacy for older adults. Professor Paul Spakowski expertly called each inductee to the stage.

Stanford Education Professor, Dr. Deborah Stipek, gave the keynote address. Dr. Stipek introduced the 2012 honors study topic, The Culture of Competition. Drawing on 35 years of research on academic motivation, she says pressure to succeed at the precollege level can lead to debilitating anxiety, cheating, and take the joy out of learning, as well as exacerbate achievement gaps between have- and have-not students. *Article and photo submitted by Dr. Christine Case*

ECE Career Pathways to Your Future



On October 20, 70 participants from Early Childhood Education heard from a panel of professionals about Careers and College pathways. Using Early Childhood Education as a foundation, students can plan a range of careers working with and in support of children and families.

The group was welcomed by Business Dean Don Carlson, and Skyline College student data was presented by County Office of Education/EQuIP Director and SMCCCD alumna Jeanie McLoughlin. Several panelists from Skyline College told their stories of inspiration: Professor Steve Aurilio from Juvenile Justice, Liz Llamas of Counseling and Family Therapy, and Elaine Francisco of Special Education described their work and how it connects to ECE. Dr. Rene Dahl of San Francisco State described the Bachelor program in Child and Adolescent Development (CAD), and alumni Jennifer In and Teresa Campbell described their experiences as CAD students.



Skyline College Transfer Director Jacquie Escobar outlined transfer requirements, and the requirements and services here at Skyline were noted by ECE Program Services Coordinators Cece Rebele and Sue Eftekhari [Canada College], Chair Kate Williams Browne, and Child Development Center Director Tina Watts.

Stay tuned for the next ECE event, Saturday 4th of February. Entitled "Orientation to the ECE Field," this morning session is for those interested in the Teaching Profession in early care and education. *Article and photos submitted by Kate Williams Browne, Chair/Program Coordinator, ECE Department.*

Transfer Articulation Bridge Program

The Transfer Center in conjunction with the TRiO program have partnered with San Francisco State University's College of Education to offer the Transfer Articulation Bridge (TAB) program to Skyline College students beginning spring 2012.

TAB is a joint program between Skyline College and San Francisco State University designed to prepare first-generation, low income, and underrepresented students transfer to SFSU. The TAB program provides students with the opportunity to concurrently enroll at SFSU while still taking courses at Skyline College; therefore, allowing them to earn units towards their Bachelors Degree.

Students participating in the TAB program will enroll in ISED 201- Introduction to SFSU, a course that serves as a bridge for students planning to transfer from Skyline College to SFSU. Through this course, students will have the opportunity to connect with SFSU faculty, learn about student support services and programs, understand how the transfer process works, and feel more confident about transferring!



Faculty Engaging Students in the Learning Center



As the semester progresses, the Learning Center has been an instructional support hub for faculty, staff, and students with the purpose of facilitating student success at Skyline College. This semester, The Learning Center has been a popular location for faculty to host their office hour, meet with students, and be an accessible resource on campus. Three faculty members in particular have consistently been meeting with groups of students from their courses in The Learning Center, including Luciana Castro (Language Arts Division), Vanson Nguyen (Math, Science Technology Division), and David Hasson (Math, Science, Technology Division).

In speaking with Luciana, Vanson, and David about their unique use of the Center to encourage and promote student learning, they had the following to say:

Luciana Castro:

I think the students feel a bit more intimate and ready to go in The Learning Center. My students are there for vocabulary enhancement and conversation, what we do not have time to go over in class. I am enjoying the experience quite a bit and I feel they are too. Their performance in class has been better than other students who do not come to The Learning Center. It is a treat to be able to do this now!

Vanson Nguyen:

For many students, academic resources have not been accessible to them. There are several reasons why students haven't used them: they didn't know about them or couldn't afford them. When these same students get to Skyline College, it's hard for them to grasp the idea of free resources that help them succeed. They've never used them before, so why should they use them now?

The Learning Center is a great resource for students. Tutoring and computers are easily accessible for students and the services are FREE! I want my students to use the many resources on campus and that starts with The Learning Center. Whether or not my students have used resources before, it's important to know that there's always help. As a result, I hold my office hours in The Learning Center and have students sit at the tables, working together.

By utilizing The Learning Center, I have seen students' learning improve and, as a result, their grades increase. With the extra opportunities to understand the material, I see first-hand the newfound confidence my students gain. It's not just the tutoring that helps; when they work with other classmates, the learning process becomes a fun. My goal is to get students to incorporate working in The Learning Center as part of their daily lives by creating a socially rewarding environment. I believe the more time these students spend on campus and accessing resources, the more their perception of themselves in college positively changes.



David Hasson:

Each and every time I perform an On Course assessment of my developmental math students, I find that the majority of them have accepted personal responsibility and discovered self-motivation. But when it comes to employing interdependence and adopting lifelong learning, they are more often than not severely lacking. Their education up till then has essentially taught them to stick to themselves, do the work, and get out of the classroom as quickly as possible. This is where working in study groups at The Learning Center becomes necessary.

As opposed to a computer lab or other areas where silence and isolation are required, everyone is talking to teach other in The Learning Center, whether working with a computer or a textbook, on an essay or a math problem. The Learning Center isn't just about getting my students a quick fix with their homework. It's about giving them a new home to connect across subjects and with each other. It's about showing them what interdependence and lifelong learning are all about.

A special thank you goes out to Luciana, Vanson, and David for their reflections and everyone else for supporting The Learning Center as an academic resource for students on campus. For more information on The Learning Center, please contact Nohel Corral, Learning Center and TRiO Director, at 650-738-4161 or visit us in Building 5, room 5100.

Article and photos submitted by Nohel Corral.

Transfer Day - A Huge Success!



On Monday, October 24, 2011 the Skyline College Transfer Center hosted Transfer Day - with huge success! Thirty colleges were represented at the event, making this the biggest Transfer Day the college has hosted! Hundreds of students met with representatives from the California State University (CSU), University of California (UC), Private Colleges & Universities, and Out-of-State Colleges to discuss their transfer options, get updated admissions information, discussion program impactions, and more! Here is what the representatives had to say about the event: "The best of any fair yet!"; "Keep up the great event planning! Very well done!"; "Excellent! With

budget cuts limiting college representative travel, we were fortunate to have so many representatives interested in visiting our college.

This year, Skyline College's event was co-sponsored by DeVry University who generously provided a delicious lunch for the college representatives.

Thank you to all the people who helped make this event such a huge success:

- A special thank you to DeVry University, for co-sponsoring the event
- Transfer Center staff and students - Dina Valedelomar, Transfer Center Career Resources Counseling Aide, Jacquie Escobar, Transfer Center Director; Nadia Tariq, Career Resources Counseling Aide; Counselors Suzanne Collins and Lou Ferguson; Student Assistants Rae De la Rosa, Yee Chan, and Saba Nazir; and students James and Alex.
- Skyline College faculty and staff - Thank you to the Skyline College community for encouraging your students to attend Transfer Day, for bringing your classes to the event, for giving extra credit to students who attended the event.

List of participating colleges:

CSUs

East Bay
Humboldt
CSU Monterey Bay
CSU Northridge
San Francisco State
San Jose State

UCs

UC Berkeley
UC Davis

UC MeUC San Diego
UC Santa Cruz

Private College Universities

Academy of Art University
Art Institute
Calif. Integral Studies
DeVry
FIDM
Golden Gate University
Holy Names University
Menlo College
National University
NDNU
Palo Alto University
Stanford University
USF
William Jessup University

Out-of-State Colleges & Universities

Arizona State University
Binghamton University
Oklahoma City University
University of British Columbia
University of Nevada Reno

Article submitted by Katharine Harer

Pass it on to Students - Plan Ahead – Pay Ahead

Effective with registration for spring 2012, the District will be implementing board policy that requires students to pay all fees at the time of registration. Students who do not pay their fees by January 4, 2012 will be dropped from their classes.

In order to make sure that students are able to pay their fees and not be dropped from their classes, they have the opportunity to sign up for an inexpensive payment plan which will allow them to stretch out their payments between their registration date and April 5, 2012. Students can sign up for the payment plan by logging into WebSMART at <https://websmart.smccd.edu/>



Detailed information about the new policy and payment plan is located on the Skyline College website at the following link: <http://www.skylinecollege.edu/general/admissions/planAhead.html>

Original article submitted by Christianne Marra.

Navigating Skyline College with Visual Impairments

The College Governance Council held discussions on the concerns about challenges present in the college for visually impaired students. Disabled Students Programs and Services (DSP&S) faculty and staff met with students who shared different views from their perspective. Students with visual impairment have varying levels of visual ability. Some have no sight while others may be able to see varying levels of light.

Keep in mind that some one of the tools a visually impaired student might be would be trailing the wall or knowing landmarks. When items are moved or placed in the halls, the changes can be challenging for a visually impaired student. Some students who have no sight and cannot see shadows found the Learning Center, cafeteria and hallways to be challenging and reported that their try to avoid those areas. Students who can see shadows found it not as challenging, but also avoided many of these same areas. Here are a few of the issues the students identified for the colleges consideration.

Learning Center - One student reported that “the Learning Center is like a “land mine” because the chairs are all over the place. They can’t navigate the outer walls and people could get hurt with the chairs. Students reported wanting a means to independently log into the system. Currently a person helps them but if the person is not there, they cannot help themselves.

Cafeteria - The students that DSP&S spoke with with tend to go around the cafeteria and not through it because the tables and chairs are always being moved. People tend to set up tables in the cafeteria along the walls and we have run into them or accidentally knocked the items off the table.

Hallways The hallways should have signs reminding faculty to either open their doors completely or close them completely. A partially open office door is a potential hazard for visually impaired students whose canes may indicate no obstruction but the edge of the door actually is there. Students with vision impairments reported walking into the edge of doors that have been left partially open. Some students tend to sit on the floors in the hallways. The college should ensure there is seating in the halls to avoid floor seating which creates an obstacle and trip hazard and to please avoid leaving random chairs in the hall.

Faculty and staff are asked to please notify DSP&S if they will be moving items around on the campus. Many items are used as landmarks for independent mobility and navigation on campus.

One student with vision impairments reported that “Course Compass/Math Lab does not work with any of the assistive technology. When we take a test or use this program DSPS has to read, mark and help submit the answers.”

Students report that “Security [public safety] has been great coming to help us when we get stuck on campus.”

Visually impaired students asked that the college be more considerate when setting up a design for a room or moving items on campus because we use various items as landmarks and without them we can feel disoriented.

Input from DSP&S based on experience in working with our students with vision impairments.

Another option that would be really helpful is to have faculty educate their classes about the need to move out of the way in hallways if they see a student walking with a sighted cane.

Course Compass/MathLab is becoming a College-wide problem especially for many DSPS students who use text-to-speech programs such as Kurzweil 3000, screen readers (i.e., JAWS) or screen magnifiers (ZoomText) as an accommodation for their disabilities. The publisher, Pearson, has been made aware on several occasions that their product is not accessible to Assistive Technology but has not made any changes. However, it is up to instructors to work with DSPS staff in order to provide students with disabilities with equal access to the materials in a timely fashion that is compatible with their Assistive Technology.

Having classes over in Pacific Heights is difficult for students with vision impairments. Crossing the road can be very dangerous as drivers don’t realize that the students can’t see them.

Students have arranged with public safety to have a member of the Security team escort him/her to and from classes. Another student arranged with the Professor to help with safe navigation to and from classes at Pacific

Heights. One option, if possible, is to relocate classes that students with vision impairments take so that these are on the main campus rather than in Pacific Heights, thereby avoiding the need for daily assistance with safe road crossings. *Information provided by Linda Allen.*

Nutrition Brochures Highlight Health Benefits

In January, Skyline College partnered with Second Harvest Food Bank to launch a food assistance program, inaugurating the first-ever, on-campus food pantry. The Food Pantry is open to students and community members who qualify for the assistance.

Claire Muller-Moseley, Professor of Nutrition at Skyline College, along with all Skyline College nutrition classes recently visited the SparkPoint Food Pantry. The Nutrition 310 students learned the benefits and advantages of the Food Pantry Program. In cooperation with SparkPoint, the nutrition students applied their knowledge and experience in designing, creating and presenting nutrition related brochures. The aesthetically visual and informative pamphlets address the nutritional health benefits of the available Food Pantry resources and how to utilize them. Thematic topics include the value of family mealtimes, food storage and safety, food allergies, and children's healthy snack foods amongst a host of other topics.

In the next several months, the nutrition students with their instructor will work collaboratively to help finalize the brochures. In addition, student bulletin boards will have varying nutrition related topics discussing portion sizes, the differences between fast food restaurants and home-cooked meals, the nutritional value of specific foods, et al. for display in the food pantry area.



Pictured (left to right): Dennis Mitchell, Student Assistant for SparkPoint at Skyline College, with Skyline College nutrition student Rochelle Beverage. At right are Dennis, Rochelle and nutrition student Justine Morrison.

Article and photo submitted by Don Carlson

RESEARCH AND PLANNING

Transfer: Culture of Inquiry

Currently, the Gates Foundation has engaged selected colleges across the nation to consider how they can significantly increase the numbers of students that complete degrees and certificates. This initiative – Completion by Design includes the process for considering how students are connected with, enter, progress through and exit the colleges. By completing a pathways analysis, colleges are able to think through what the barriers are at each point in the path. Additionally, they are able to consider some of the strategies for overcoming those barriers. While Skyline College is not one of the CBD colleges, we can borrow from them and apply what they are thinking and learning to our setting in the interest of increasing the number of student who complete, graduate and transfer.

Over the last couple of months, I discuss items that might be connected to the Progress and Completion points in the pathway by addressing parts of the balanced scorecard that focus on measuring certain academic outcomes for students. Specifically, I presented data on Skyline College's retention rate (84 percent), term persistence rate (60 percent), all course success rate (69 percent), basic skills course success rate (62 percent), ARCC achievement rate (54 percent), and transfer rate (46 percent). Additionally, data was disaggregated by race/ethnicity to show differences in all course success rates, basic skills course success rates, and transfer rates.

With each article, I also posed questions to help facilitate reflection and promote collaboration. And while these measures from the balanced scorecard have provided context to some rich institutional discussion and work, their focus is on specific outcomes for *part* of the academic pathway—progress and completion—of Skyline College students. Today I would like to expand the conversation to include two additional pieces of the academic pathway—connection and entry—and have us think about possible practices and process within each of these four categories that may serve as challenges/barriers for students to transfer to a four-year institution.

Considering the pathway of **Connection** (Interest to enrollment) – **Entry** (enrollment to program entry) – **Progress** (program entry to completion) – **Completion** (credential attainment for transfer or advancement in work), Transfer Center faculty, Jacqueline Escobar and staff along with Dean Rick Wallace and Vice President Joe Madrigal, identified both barriers and strategies to be considered along the students pathway. Here are some of the Connection barriers and strategies they identified.

Connection Barriers

- Majority of 1st time students are underprepared
- System policies (standards/ curriculum/assessment) between K-12 and HE are not aligned to support college/career readiness or smooth transition
- Information for students not always current/consistent
- How can technology be best used to assist new students?
- Is our assessment process a barrier?
- Students unable to decide on goal/major – not required
- Does the Institution see Transfer as a “whole college” responsibility?
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Connection Strategies

- Administrative Support:
 - Opening Day/Promote T
 - Technology Upgrades
 - Provide Resources/Grants
 - Divisional–Institutional Priorities Linked
- Work Closer w/High Schools:
 - Align Curriculum and Assessment
 - College Programs Visit HS
 - Special HS Days
 - Transfer Conference
 - Middle College
- SS/Counseling:
 - Continue Training
 - Identify/Engage T Students
 - Increase T Communication

Given that transfer is a college-wide responsibility, how would you add to or modify this list? In just thinking about how students go from their expressed interest to entry into the college, what are some of the practices or habits of the college that seem to get in the students' way? What are some of the strategies that can be used to address the barriers?

In the next article, I will look at the Entry point and consider barriers and strategies for students enrolling in a course of study. *Article written by Dr. Regina Stanback Stroud*