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The Research & Planning Group
for California Community Colleges

A Qualitative Study of Two-to-Four-Year Transfer Practices in California Community Colleges

**An Analysis of Seven Case Studies Featuring Colleges with
Consistently Higher-Than-Expected Transfer Rates
Fall 2008**



**Part of the Transfer Leadership Center Project Funded by the
State Chancellor's Office of the California Community
Colleges**

**Prepared by the Center for Student Success of the Research & Planning
Group for California Community Colleges**

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Abstract: This report synthesizes seven case studies of California community colleges with higher-than-expected transfer rates. Each case study is based on a site visit conducted in Spring 2008 by two Center for Student Success researchers to document and investigate the full spectrum of factors, inventions, strategies and practices that each college is implementing to support transfer.

The case studies are part of the Transfer Leadership Center (TLC), the most comprehensive study to date of two-to-four-year transfer in California.

The California Community College State Chancellor's Office awarded the TLC in Spring 2007, based on a competitive grant competition and grant written by Dr. Andreea Serban, Superintendent/President, Santa Barbara City College. The project has been implemented by the Chancellor's Office of the California Community Colleges (CCC), the Center for Student Success (CSS) of the Research and Planning Group of the CCC, and California Partnership for Achieving Student Success (Cal-Pass). The study is administered by the Santa Barbara City College and guided by an Advisory Committee including leading experts on transfer.

Readers of this report may also be interested in the following, which are available on-line at <http://www.sbcc.edu/tlc>

- TLC Literature Review
- TLC Cross-Case Analysis (an analysis of all seven colleges in the study)
- TLC Case Study #1: De Anza College
- TLC Case Study #2: Irvine Valley College
- TLC Case Study #3: Los Angeles Southwest College
- TLC Case Study #4: Porterville College
- TLC Case Study #5: Reedley College
- TLC Case Study #6: San Diego City College
- TLC Case Study #7: Skyline College

For questions about any of these research papers, please contact Dr. Andreea Serban at Serban@sbcc.edu

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The Research and Planning Group of California Community Colleges

The Research and Planning (RP) Group is the professional organization representing California community college research, assessment, and planning professionals. The RP Group provides leadership in research, analysis, and planning issues for California community colleges. Through liaisons with other professional groups including the California Community College System Office, the Academic Senate, the Community College League of California and others, the RP Group provides support for institutional and system-wide decision-making and policy development related to research, planning, and assessment. The RP Group also supports faculty and staff development in a variety of areas including research, assessment, and evaluation.

www.rpgroup.org

The Center for Student Success

The Center for Student Success (CSS) is the research and evaluation arm of the RP Group. Launched in 2000, the Center provides research and evaluation services for community college organizations and programs. Among the CSS's many contributions to the California community colleges are research to identify the performance measures for the AB 1417 Performance Accountability project; the environmental scan data for the California Community Colleges' Strategic Plan; numerous research studies on effective practices for recruiting, retaining and graduating community college students in nursing and allied health care professions; and evaluations of community college technology training programs. The CSS website serves as an easy-to-use archive for effective practices in the areas of healthcare training programs; student success; learning assessment; planning; evaluation; and diversity practices.

<http://css.rpgroup.org>.

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Transfer Leadership Center: Qualitative Case Study Findings

EXECUTIVE SUMMARY

Which factors promote transfer from community colleges to four-year colleges and universities? What can we learn about transfer from tracking cohorts of students? And what can we learn from studying colleges that have a strong track record of transferring students?

These questions are at the center of a study funded in 2007 by the California Community College State Chancellor's Office, based on a competitive grant competition and grant written by Dr. Andreea Serban, Superintendent/President, Santa Barbara City College. The study has been implemented by the System Office of the California Community Colleges (CCC), the Center for Student Success (CSS) of the Research and Planning Group of the CCC, and California Partnership for Achieving Student Success (Cal-PASS). The study – called the Transfer Leadership Center (TLC) – is directed by Dr. Andreea Serban and administered by the Santa Barbara City College. The study is guided by an Advisory Committee whose members include leading experts on transfer.

This report summarizes and considers findings generated by the first phase of the TLC's qualitative study component – case studies of seven community colleges with consistently high transfer rates. The individual case study write-ups that this cross-case analysis draws upon are available at <http://www.sbccc.edu/tlc>. Readers may also be interested in the TLC Literature Review of more than 100 references on transfer issues and practices. This document, used extensively to frame the case study research design, is also available at the TLC website.

As the first step in the research, colleges with consistently higher-than-expected transfer rates were identified based on a cohort study conducted by the State Chancellor's Office of the California Community Colleges. The study followed three cohorts, the last of which began their community college enrollment in 2000-01, and all were followed through 2005-06. The top seven-rated transfer colleges, by a stroke of good fortune, included rural, urban and suburban campuses; small as well as mid-sized and large colleges; and colleges with varied enrollment profiles.

Next, teams comprised of two experienced researchers planned and implemented two-day site visits to each college. The site visits were highly structured, and interviews and focus groups conducted at each site followed protocols that the researchers developed by drawing from the Literature Review findings. Each site visit included an average of 15-16 interviews and four focus groups, with a combined average participation of 46 individuals who were selected to provide a range of different perspectives on the full spectrum of factors, interventions, strategies and practices that affect transfer at each college.

In comparing the findings from the seven case studies, the researchers identified six transfer-promoting factors that were present at all seven colleges:



The report that follows introduces charts that identify actions and activities that the seven colleges are implementing to promote each transfer factor. These actions and activities – which explain WHAT the colleges are doing – are then associated with specific practices that illustrate HOW the colleges are doing it. The charts also identify how many times each action or activity was identified across the seven sites. For example, in the case of the factor “Strong, Strategic High School Relationships,” one action/activity is “ease the high school-to-college transition.” This action/activity was found at six of the colleges but is implemented in different ways across the sites. For example, three of the colleges offer courses at one or more local high schools; one college offers priority enrollment for incoming high school students; and one college uses a Talent Search Program to reach feeder high schools and bring students onto the college campus.

In comparing the findings across the seven case studies, one clear message emerged: the road to high transfer rates must be built by many individuals and programs and by multiple activities that combine to provide different student populations with the services and support they need to establish and achieve their transfer goals. Accordingly, the reader can expect to take away not a “map-to-high-transfer-rates” but rather a map that identifies numerous different actions and activities that colleges can take to support transfer as well as specific examples that illustrate how colleges are translating these actions and activities into practice.

The report includes a section with suggestions for how colleges can use this report. It is the researchers’ hope that the document will inspire colleges to consider what they are doing to support transfer – not just through work carried out by those whose job descriptions include transfer but rather across their entire institution. What are faculty doing? What is student services doing? What about the leadership and the deans? And how do all the strategies, programs and activities that are in place to support transfer relate to and support each other? Do people in one part of the college know what others are doing to support transfer?

After such a self-assessment has been conducted, colleges are ready to compare their own approach to transfer to those uncovered by the study. What does the college do to build a transfer culture? How does it strengthen relationships with high schools and four-year institutions? Are there any actions or activities the high-transfer-rate colleges have developed to advance one of the transfer-promoting factors that the college may be interested in considering? What would be required to do so?

For the TLC Project, the next step in the research is a quantitative analysis that will compare transfer rates of different student cohorts. The analysis will test the impact that a wide range of variables have on transfer rates, ranging from course-taking patterns to participation in academic and other support services. In addition, the quantitative analysis will investigate how personal characteristics such as ethnicity, age, gender and other variables affect transfer. There will also be opportunities to test the validity of some of the findings identified in this report, such as whether, to what extent, and under which circumstances participation in a student success course has a positive impact on a student’s transfer prospects.

The next steps in the qualitative research will be driven by the quantitative research findings. The final project report, including a report on the second phase of the qualitative research, will be released in Fall 2009.

INTRODUCTION

This report presents findings from a qualitative study of seven California community colleges with higher-than-expected transfer rates. The purpose of the study, which culminated in research teams conducting two-day site visits to each college, was to document practices that appear to promote transfer and to disseminate the findings to colleges across the state for possibly strengthening their own transfer practices.

The Transfer Leadership Center Project: The qualitative study is part of the Transfer Leadership Center (TLC), a statewide research project that the California Community College State Chancellor's Office awarded in 2007 to investigate and increase our understanding of the full spectrum of factors, interventions, strategies and practices that have a positive impact on transfer.

The most comprehensive study to date of two-to-four-year transfer in California, the TLC began with a literature review that, in turn, informed quantitative and qualitative research components. The literature review included more than 100 references on transfer issues and practices grouped under three major categories: the role of student demographic and academic preparation; community college programs and strategies affecting transfer; and inter-segmental strategies and policies affecting transfer and the role of the state. The qualitative analysis includes the research on colleges with higher-than-expected transfer rates that is the focus of this report and a follow-up study to be conducted during the second and last year of implementation. The quantitative analysis, currently in the design phase, has identified questions derived from the literature review and qualitative study and will address them by tracking, analyzing and comparing the transfer rates of various student cohorts.

The TLC project is directed by Dr. Andreea Serban, Superintendent/President and administered by Santa Barbara City College with research conducted by the Chancellor's Office of the California Community Colleges, the Center for Student Success (CSS) of the Research and Planning Group of California Community Colleges, and California Partnership for Achieving Student Success (Cal-PASS). The project is guided by an Advisory Committee whose members were invited to serve based on their academic and hands-on leadership in transfer research and implementation.

Reader's Guide: This report is divided into five sections. Section I introduces the seven colleges. Section II presents the research findings. Section III considers the implications of the research findings. Section IV outlines next steps including opportunities to test the findings through surveys and a quantitative study of student cohorts. Section V provides suggestions for how readers can use the report to stimulate campus conversations with the goal of optimizing approaches to transfer.

The report refers by author and year of publication to literature identified and reviewed by the TLC Project Literature Review. Additional information and a detailed reference to each source can be found in the TLC's Literature Review at the web site referenced in this report's Executive Summary.

SECTION I: INTRODUCTION TO THE SEVEN SELECTED COLLEGES

The seven colleges were selected purely on the basis of their “residuals” – that is, whether their transfer rates were consistently higher than expected.¹ It was good fortune, then, that the selected colleges varied significantly by a number of measures so that the researchers could investigate a range of institutions. The colleges span in location from Southern California to Central California to the San Francisco Bay Area. Some are rural, others urban. They also range in size from as small as 6,353 students to as large as 24,967. The predominant ethnicities vary from college to college as well –one serves a student population which is 50% Latino, for example, while another serves a student body that is 68% African-American. Two of the colleges serve a high proportion of women. The colleges also varied in terms of the two demographic components used in the calculation of the expected transfer rates – age of the student population and baccalaureate degrees in the region. The percentage of students who were 25 years old or older ranged from 34% at Reedley to 61% at LA Southwest. The proportion of BA holders in the county ranged from 9% at Porterville to 42% at Irvine Valley.

	De Anza	Irvine Valley	LA South-west	Porter-ville	Reedley	San Diego City	Skyline	All CCCs
Region	San Francisco Bay	South	South	Central	Central	South	San Francisco Bay	n/a
County	Santa Clara	Orange	Los Angeles	Tulare	Fresno	San Diego	San Mateo	na/
City / Town	Cupertino	Irvine	<i>same</i>	Porterville	Reedley	<i>same</i>	San Bruno	n/a
Fall 2007 Student Headcount	24,967	12,763	6,353	3,856	12,655	17,195	8,703	1.7 mil
African-American	6%	2%	68%	2%	3%	13%	3%	7%
Amer. Indian/Alaskan	1%	0%	0%	1%	1%	1%	0%	1%
Asian	36%	26%	1%	2%	4%	7%	24%	12%
Filipino	5%	3%	1%	4%	1%	5%	19%	4%
Hispanic / Latino	17%	10%	25%	50%	46%	32%	20%	30%
Other Non-White	3%	2%	1%	0%	1%	3%	2%	2%
Pacific Islander	1%	1%	0%	0%	0%	1%	2%	1%
Unknown	7%	10%	3%	7%	9%	8%	7%	9%
White Non-Hispanic	25%	46%	1%	34%	34%	31%	23%	35%
Female	51%	59%	74%	66%	60%	54%	53%	55%
Male	49%	40%	26%	33%	39%	46%	46%	44%
Unknown	0%	1%	0%	1%	1%	0%	2%	1%
Students Age 25+	44%	55%	61%	50%	34%	51%	46%	50%
BA Index	41%	42%	11%	9%	16%	24%	30%	27%

Sources:

www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx

www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ResearchReports/tabid/299/Default.aspx

¹ To see the transfer rates, please refer to Appendix D. The transfer rates used for this study were drawn from the 2005-06 Report, which contained the most up-to-date data available. Subsequent editions of the Transfer Rate Report (due out late in fall 2008) will include more recent cohort years (and drop the oldest cohort years); also, the rates themselves will be somewhat - although in most cases not markedly - different. Appendix D explains why the rates will change in the next report.

SECTION II: FINDINGS – TRANSFER-PROMOTING FACTORS WITH RELATED ACTIONS & ACTIVITIES

Introduction to Findings: The following section describes six factors that the research team found to be present at most or many of the colleges with higher-than-expected transfer rates. Three are somewhat fluid in nature: transfer culture, a student-focused environment, and a high level of commitment to the institution. The remaining three are more tangible: strong relationships with high schools, strong relationships with four-year colleges, and effective support services.

The research team imagines that the audience for this report will want to know what their college can do to increase transfer rates. What does it mean that a particular transfer-promoting factor was identified at the colleges? For example, what does it mean that a college has developed a strong transfer culture? To present the information in a way that we believe will be most useful for practitioners, each factor (e.g. transfer culture) is shown in chart format with various actions or activities that were identified as contributing to it. These actions are then associated with specific examples drawn from the college case studies.²

As an example, one action that six of the seven colleges are taking to promote the development of a transfer culture is to make transfer a strong theme in Student Success Courses. But if we consider how each college is implementing this priority, it becomes clear that their individual approach varies. One has developed a special course that helps students research and select a transfer college. Another has a 12-hour student success course that includes several sessions devoted to transfer. Another strongly encourages students to take three one-unit courses that are taught by counselors and that include a wealth of transfer information.

In addition to the questions of “what” a college is doing and “how” it is doing it, the reader also needs to consider that there may be significant differences in the scope and depth with which each college pursues a particular action or activity. As an example, one college may use trained and paid student ambassadors to greet all students who visit a One-Stop Center for counseling, financial aid, and admissions assistance, while another college may use trained and paid student ambassadors to serve as role models for peers enrolled in a program for underrepresented minority students. In the former case, all students may encounter the student ambassadors, although the interaction may be less intense than in the latter case, where the student ambassadors are likely to have multiple interactions with a clearly defined and smaller group of students.

Additionally, some transfer-promoting practices identified in the findings below may only be in place in segments of the host college, rather than in the college as a whole. For example, while two colleges may both be implementing a transfer culture-promoting action that encourages faculty to talk about transfer in the classroom, one of them may be doing so with the help of a large, grant-funded program that pays dozens of faculty members to serve as advisors across campus. The effort on the other campus may be spearheaded by an enthusiastic dean who, while ensuring that his or her students have access to the service, has no influence on what happens over the rest of the campus.

Again, the specific examples in the following charts are each attributed to one of the seven colleges. Readers interested in learning more can refer to the seven individual college TLC case studies. Each chart is then followed by a brief discussion of the findings related to that factor.

² Note that although an action is not specifically associated with a particular college in the charts in this report, the college may still utilize that activity. Its absence simply indicates that the activity was not consistently referenced and/or highlighted by college informants during the two-day site visits.

TRANSFER-PROMOTING FACTOR # 1:

TRANSFER CULTURE

Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)

Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.

Action/Activity	Colleges	Examples of Practice/Implementation
Make transfer a high priority of categorically and non-categorically funded programs	DA IVC LASC PC RE SDCC SKY	<ul style="list-style-type: none"> ➤ Extended Opportunity Programs and Services (EOPS) works closely with the Transfer Center and many students are enrolled in both programs (LASC) ➤ The Transfer Center and a support program for underrepresented and first-generation students have become so integrated that most students don't distinguish between the two (DA) ➤ Seven Learning Communities and five support programs provide students with academic and counseling support, including transfer advising and assistance (SKY) ➤ Program for Hispanic /Latino population and EOPS have strong transfer emphasis (RE) ➤ EOPS supports transfer for first-generation college students (SKY) ➤ TRIO/ASPIRE, EOPS and other support programs have strong transfer emphasis (SDCC) ➤ Cohort-building initiative called Liberal & Integrated Studies for Transfer Opportunities (LISTO) and EOPS have strong transfer emphasis (PC) ➤ EOPS student focus group participants describe EOPS as "transfer-focused with a personal touch," and the atmosphere as "geared to academics." (IVC)
Develop high visibility transfer events and celebrations	DA IVC LASC RE SDCC SKY	<ul style="list-style-type: none"> ➤ Annual transfer fairs highlights transfer commitment (LASC) ➤ Annual Transfer Day event (DA) ➤ Annual Transfer Fair and Transfer Hall of Fame (SKY) for transfer students who have achieved outstanding educational and career success ➤ Transfer Day with faculty/staff wearing logo from their own 4-year institution (RE) ➤ Two transfer fairs per year and transfer recognition ceremony (IVC) ➤ Annual transfer reception to honor students attracts large number of faculty (SDCC)
Make transfer a strong theme in Student Success Courses	DA LASC PC RE SDCC SKY	<ul style="list-style-type: none"> ➤ Personal Development course supports transfer (LASC) ➤ 12-hour Student Success Course offered repeatedly and in many formats focuses on transfer (DA) ➤ "Transfer Power" course helps students

		<p>research and select a university that meets their needs (SKY)</p> <ul style="list-style-type: none"> ➤ College is developing a one-unit course on transfer (RE) ➤ Personal Growth classes emphasize transfer (SDCC) ➤ “Mandated” series of three one-unit student success courses taught by counselors emphasize transfer (PC)
Make the transfer message physically and prominently visible on campus	DA IVC RE SDCC SKY	<ul style="list-style-type: none"> ➤ Representatives from four-year colleges are “always present on campus” (DA) ➤ Flyers and bulletin boards announce transfer events (SKY) ➤ Banners, flyers and posters about transfer are placed all over campus (RE) ➤ Transfer Times newsletter (IVC) ➤ Transfer Center staff maintains bulletin board in cafeteria and places posters in classrooms (SDCC)
Encourage faculty to talk about transfer as something that is expected and possible and to ensure students that they will be academically ready to transfer	DA IVC PC RE SDCC	<ul style="list-style-type: none"> ➤ The college is known for its academic rigor; the high value of academic achievement is repeated often and across the college; and faculty talk about how their students are outperforming their native peers when they transfer (DA) ➤ Students are repeatedly assured that they are being prepared for transfer (RE) ➤ Faculty serve as informal advisors about transfer, explaining to students what will be required at the next level and about baccalaureate programs available in their field (RE) ➤ Faculty talk with students about their own experience in college and compare university requirements to coursework at the community college (SDCC) ➤ Faculty advisors provide students with transfer guidance in their discipline (PC) ➤ Faculty discuss transfer options with students and have high expectations for their performance (IVC)
Seek grant funding for transfer activities	DA LASC PC RE SDCC	<ul style="list-style-type: none"> ➤ TRIO grant has supported transfer for 18 years (LASC) ➤ PFE grant supported transfer counselor; position now supported by college (DA) ➤ PFE funds supported field trips to four-year colleges; part of cost now assumed by college (RE) ➤ Title V and TRIO grants support transfer assistance for underrepresented students (SDCC) ➤ Title V grant paid for faculty advisors and transfer support for first-generation college

		students – some of these costs picked up by TRIO grant (PC)
Integrate transfer support into the delivery of academic support services	DA IVC LASC RE SKY	<ul style="list-style-type: none"> ➤ Learning Assistance Center helps students with personal statements for college applications (LASC) ➤ Drop-in tutoring and workshop program at Writing & Reading Center helps students with personal statements for transfer (DA) ➤ Learning Communities provide academic, counseling and transfer support services (SKY) ➤ Tutorial/Writing Centers focus on transfer (RE) ➤ English Dept. hosts workshops to assist students in preparing essays for application submission (IVC)
Make transfer an agenda item for recurring meetings and otherwise circulate information about transfer to faculty and staff	DA LASC PC SDCC SKY	<ul style="list-style-type: none"> ➤ Administrators, counselors and staff are updated by Transfer Center staff on activities and changes in transfer requirements at monthly department meetings (LASC) ➤ Articulation Officer hosts monthly workshops for faculty interested in developing curriculum for transferable courses (DA) ➤ At meetings, the Academic Senate President presents information about student services and transfer (SKY) ➤ Transfer Center circulates information about transfer to faculty, counselors, students and staff (SKY) ➤ Faculty serving as faculty advisors share the information they collect on transfer with the rest of their department so everybody gains expertise on the subject (PC) ➤ Faculty receive regular newsletter from Transfer Center (SDCC)
Make transfer a recurring and strong theme in speeches given by college leaders	DA LASC PC SDCC	<ul style="list-style-type: none"> ➤ President, who “ran” for office on a transfer platform, refers to transfer as “part of my being” and speaks for 15 minutes at graduation about student success stories (SDCC) ➤ President speaks about college as an affordable step toward transfer on a weekly radio broadcast to local community (PC) ➤ President states transfer is part of fabric of college (LASC) ➤ President talks repeatedly about the college’s commitment to increase transfer for special populations and documents on the subject are widely distributed within the college (DA)
Make transfer a strong theme in the orientation session	DA IVC RE SKY	<ul style="list-style-type: none"> ➤ Transfer is highlighted in the college’s orientation sessions with local high schools (RE) ➤ Required orientation focuses on transfer (IVC) ➤ Orientation emphasizes transfer opportunities (SKY) ➤ Transfer is a key theme in the Student

		Orientation Guide (DA)
Make transfer a strong theme in outreach and other promotional materials, including the website	DA LASC SDCC SKY	<ul style="list-style-type: none"> ➤ Exemplary transfer website has been developed that addresses both transfer and career exploration processes through 12-step transfer process with a “What can I do if I major in?” feature (SDCC) ➤ The college website identifies “its exceptional transfer rate” as the #1 reason to attend the college (DA) ➤ Attractive Orientation Guide highlights transfer and includes easy-to-understand charts with comparisons of earnings potential for individuals with different levels of education (DA) ➤ Transfer information available on a website that is maintained by the Transfer Opportunity Center (SKY) ➤ Informative and well-written transfer guide and flyers on transfer-related activities distributed by The Center for Retention & Transfer (LASC)
Bring transfer message and transfer support services into the classroom	LASC RE SDCC	<ul style="list-style-type: none"> ➤ Classroom presentations on transfer at beginning, middle and end of semester (LASC) ➤ Transfer counselors are invited by faculty to come into classes to talk about transfer (RE) ➤ Transfer Center Director visits classes to talk about transfer (SDCC)
Participate at the leadership level in local inter-segmental education consortium	PC SDCC	<ul style="list-style-type: none"> ➤ Central Valley Higher Ed Consortium provides President with big-picture view of transfer opportunities (PC) ➤ College President is part of the San Diego Imperial Valley Community College Association that meets monthly and participates in data exchange (SDCC)
Commit to maintaining course offerings that support students’ transfer goals even when it is difficult to do so	LASC	<ul style="list-style-type: none"> ➤ Classes that students need to transfer are offered even if they have very low enrollment (LASC)

Discussion of Transfer Culture Factor:

The Literature Review cites several studies that define and discuss “transfer culture,” (Ornelas, 2002; Shaw and London, 1995; Handel, 2006). Like these studies, the findings presented above point to the central role the presence of a “transfer culture” plays in supporting transfer. The case study findings also concluded that a key characteristic of colleges that have developed a “transfer culture” is that transfer is supported throughout the college and through a variety of actions and activities. In other words, transfer is perceived as a responsibility that everybody who works at the college shares, rather than as a task that is assigned to those whose job descriptions focus on transfer support. Accordingly, the findings above suggest that one element that contributes to creating a strong transfer culture is that students hear about transfer frequently and from a range of different sources – transfer-bound peers, counselors, support staff, faculty, and college leaders. The information they receive emphasizes that transfer is possible, that others like them have done it, that resources are available to help them transfer, and that transfer should at least be something they consider as an option.

As a result of this multi-layered delivery system for the transfer message, students will also hear about transfer in a wide range of venues and contexts, including:

- formal and informal conversations with other students
- the classroom
- counseling sessions
- the student success course
- speeches delivered by the College President and other leaders
- announcements about transfer workshops delivered in the classroom and posted around campus
- the orientation session
- information found on the college website
- interaction with baccalaureate institution representatives who regularly come to the college campus

As an example of how the transfer message is delivered in different venues and by a changing cast of characters, three of the colleges with higher-than-expected transfer rates reported that transfer counselors and other transfer staff came into the classroom each semester to talk about transfer opportunities and services.

Further, at five of the seven sites, faculty members spoke with their students about transferring. This was the case at a college where a grant-funded program originally paid instructors to serve as faculty advisors to students in their field. The program, which also increased communication between counselors and faculty, provided faculty with an opportunity to counsel students about their field of interest and expertise. In focus groups and interviews both students and faculty members spoke about the program with enthusiasm. At another college that was visited, faculty members participating in a focus group identified “faculty advisors” as one of the investments they would make if they were awarded additional funds to support transfer.

These findings are consistent with Eaton’s conclusion that “faculty are central to transfer success,” and to her example of how such a strategy can be translated into support for “faculty behavior inside and outside the classroom that elevates students’ educational aspirations and desire to pursue completion of the baccalaureate degree” (Eaton, 1994). Similar findings are presented in studies by Ornelas and Solorzano who point out that “faculty members are the first in line within the college to serve as role models and can best motivate their students to excel and eventually transfer” (Ornelas and Solorzano, 2004). At some of the sites faculty members participating in focus groups also referred to frequent conversations they have with faculty at the four-year institutions in their discipline, to clarify transfer requirements and to find out how “their students” are doing.

The examples of transfer culture the research team identified resonate with recommendations made in a 2006 study that encourages institutions to create a transfer-going culture that “[will] ... ensure that transfer is seen by students as expected and attainable” (Handel, 2006). In this study, another element of a “transfer-going culture” is that institutions “create an environment of belonging in which students feel stimulated to achieve at high academic levels.” This kind of environment, which other studies agree has the potential to increase transfer for some student groups (Hagedorn & Cepeda, 2004), has been cultivated in categorically and non-categorically funded programs at all seven sites, including EOPS and learning communities targeting underrepresented minority and first-generation college students. All these programs, including several affiliated with the college transfer center, have a strong emphasis on transfer and what can be described as a transfer-going culture among participants.

Similarly, and consistent with findings presented in studies by Cohen and Brawer and cited in the literature review (Cohen & Brawer, 1996), several interviewees and focus group participants commented that their college is “a transfer institution” or that it is committed to transfer. Interviewees at a small college were most likely to express this commitment in general terms of creating high expectations (an AA is good, a BA is great). A College President at another smaller college said he had made transfer “the college mission” and had, in fact, been hired with this goal as his mandate. In another instance, the College President had successfully conveyed across his large campus that transfer for underrepresented minority students and for first-time college students is a campus priority.

TRANSFER-PROMOTING FACTOR #2: STUDENT FOCUSED ENVIRONMENT		
<p><i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i></p> <p><i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i></p>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Hire successful students to serve as peer support and role models	DA PC RE SDCC SKY LASC	<ul style="list-style-type: none"> ➤ Students about to transfer serve as cheerleaders, advocates and role models (PC) ➤ Tutoring and Writing Centers are nearly exclusively staffed by students (RE) ➤ Transfer-bound students from underrepresented groups serve as role models for their peers (DA) ➤ Student ambassadors greet students as they enter the One-Stop Student Services Center for counseling, financial aid, and admissions (SKY) ➤ Student ambassadors conduct outreach to local K-12 system (SDCC) ➤ Students serve as peer support and role models, recruiting peers to EOPS and the Transfer Center (LASC)
Integrate academic and support services to create a sense of belonging and community	DA LASC PC RE SKY	<ul style="list-style-type: none"> ➤ Restructuring of basic skills to build a continuum and to augment instruction with counseling and different types of support (LASC) ➤ Experimentation with new ways to integrate student services with instruction, including the formation of division-based retention teams that include both instructional and counseling staff. Continuous emphasis of transfer as a campus-wide endeavor to which everybody must contribute (DA) ➤ Faculty call / e-mail counselors to make sure they provide students with updated and accurate transfer information (PC) ➤ Faculty walk into counselors’ offices to discuss students’ individual issues (RE) ➤ Instruction and student services are integrated through the college’s many learning communities (SKY)
Develop Early Alert system	DA LASC	<ul style="list-style-type: none"> ➤ Referral forms direct students to support services and hold faculty and staff accountable for helping

	RE SDCC	<p>students (SDCC)</p> <ul style="list-style-type: none"> ➤ Early Alert Computerized Program mobilizes division-based Retention Teams and extends support to students who show signs of academic difficulty (DA) ➤ Counselors respond to faculty notification that a student needs assistance by contacting the student and by subsequently following up with faculty. It can be difficult to get students to respond to the counselors, but faculty felt interventions grounded students in reality and informed them of resources available to them (RE) ➤ Students in Center for Retention & Transfer receive progress report from faculty during the 8th week of classes informing them if they are falling behind and where to get additional help (LASC)
Meet students where they are, but think of all students as potential transfer students and offer a range of academic and support services to help and encourage students to think about themselves in this way and act accordingly	LASC PC RE SDCC	<ul style="list-style-type: none"> ➤ College meets students “where they are at” upon entry and gradually guides and encourages them to set higher goals – the mantra becomes an AA/AS is good, but a BA/BS is very good (PC) ➤ Transfer Center Coordinator spends time helping students engage in a process of career and major exploration. “What degree can you get to meet your career goal?” (SDCC) ➤ Workshops respond to gaps in students’ experience, including sessions that teach students to speak with representatives from transfer colleges. General effort to move students from basic skills to transfer courses (LASC) ➤ College counselors “take as much time as it takes” to get the right information in front of students. The message they convey to students is that they can and will succeed in their transfer goals (RE)
Adopt a strategic approach to student demography	DA LASC PC SKY	<ul style="list-style-type: none"> ➤ Develop a deep understanding of the different sub-groups that combine to form the student body. Establish transfer priorities and customize strategies that will help targeted groups transfer, such as: Hire faculty and staff who look like and can personally relate to the target group. (DA) ➤ Conduct outreach to high schools that serve targeted groups of students who historically have not enrolled at the college (DA) ➤ To increase the representation of Hispanics and male students at the college, an Outreach Coordinator was hired. Her preliminary goals are to strengthen relations with the School District, Parent Center, community-based organizations and local churches and faith-based institutions (LASC) ➤ Extension of formal and informal mentoring services to first-generation Latino students (PC)

		<ul style="list-style-type: none"> ➤ Establish learning communities that serve targeted groups (SKY)
Highlight and offer role models	LASC PC RE	<ul style="list-style-type: none"> ➤ Faculty and staff refer to themselves as role models by telling students “I was exactly where you are at now. If I can succeed, so can you.” (PC) ➤ Although a large percentage of students enter at the basic skills level, the counselors see them as potential transfer students and tell them about students who started out in similar circumstances and ended up transferring. “I want to provide them with hope,” a counselor reports (LASC) ➤ Alumni are used as role models (RE)
Create a high-touch, environment that personally engages faculty and staff in efforts to help every student succeed.	LASC PC RE	<ul style="list-style-type: none"> ➤ Instead of telling a student where they need to go for a particular service, staff accompanies them there and “delivers” them to the person they need to see (PC) ➤ Faculty and staff want students to get what they need even if it is just getting from office to office. The desire is to have students succeed even in the smallest instance (LASC) ➤ When EOPS students are ready, the EOPS counselor will walk them over to the transfer counselor (RE) ➤ Students highlighted the support they receive from counselors who spend “as much time as it takes” to answer their questions and help them with anything from education plans to college transfer applications (RE)
Offer administrative support for innovation that encourages and increases student success	DA SKY	<ul style="list-style-type: none"> ➤ College leadership tends to say “yes” to new initiatives that have the potential to increase student success. Successful initiatives are, to the extent possible, institutionalized (SKY) ➤ The President’s Innovation Fund provides financial support to new initiatives (SKY) ➤ College recognizes and rewards with permanent salary increases innovations that support student learning (DA)

Discussion of Student-Focused Environment Factor:

In several of the colleges role models play an important part in delivering the transfer message. At one of the smaller, rural institutions, several interviewees explained that they tell students “I was just like you and if I can do it, you can.” At another small, but urban institution, a formal dress code conveys to students that they have entered an environment where everybody is expected to behave professionally and strive for excellence. At other colleges, successful students are used as paid or voluntary role models. They will welcome new students entering the transfer center or the categorically funded program, help them complete enrollment forms and perhaps even show them how to begin to use the ASSIST date base. As the successful students inspire peers to set high goals, they often reinforce their own goals. One student role model commented that “I cannot afford to mess up. I’m a role model.” The observations cited here echo findings generated by transfer studies that considered the role of peer advisors and mentors (Gabbard, 2006; Poisel and Stinard, 2005).

At four of the seven colleges interviewees commented that the college “meets the students where they are at.” For example, in one faculty focus group, participants noted that many students entering the college test into basic skills and will need at least three years to become transfer ready. In a focus group at another college where a similar subject was considered, participants discussed how they try to convey to students that although many enter with the expectation that they can transfer in two years, they should feel that it is okay to take three years to get there. Another interpretation of “meeting students where they are at” was expressed at a college where faculty and counselors strive to set high expectations, but to adjust these over time so they never seem overwhelming. Accordingly, a counselor might not start out with a transfer goal discussion with a student, but may instead focus on helping the student plan the first semester.

In at least two instances, colleges motivated students to transfer by drawing the connection between education and career opportunities. This approach is interesting because studies have pointed to a tension between colleges’ embracing transfer and career goals; colleges that emphasize the former will have higher transfer rates than those emphasizing the latter (Cohen & Brawer, 1996).

At five of the seven colleges visited, the research teams found evidence of integration of student support and academic services – a factor that, although alluded to indirectly in several publications, was not the focus of any major study the Literature Review identified and considered as a reference for this study. In one college, frequent communication between faculty and counselors was informal in nature. As an illustration, a faculty member explained that “If I have a question about articulation, I simply pick up the phone and call [name of counselor].” Similar informal arrangements were described at two other colleges where “faculty members walk into the counselors’ office and vice versa.” At the other end of the spectrum, one of the largest colleges visited has been experimenting with ways to better connect academic and student services and the College President explained that he has asked each division to develop its own plan for how to achieve a high level of integration between instruction and support services.

In interviews and focus groups sessions, representatives from several colleges explained that the impetus for a greater level of interaction between academic and support services had been grant-funded programs that required this kind of collaboration. Early Alert systems, used at several of the colleges, similarly “force” integration of academic and counseling staff and functions.

At two of the colleges the leadership formally encouraged faculty, staff and administrators to experiment to improve student success and rewarded innovations leading to improved student opportunities and outcomes. At one college, the President’s Innovation Fund provides financial support to promising new projects and the college leadership has a reputation for being very supportive of innovation. Accordingly, once a promising innovation has been tested, the college will try to find the money and other support needed to implement and/or expand the model. Another college awards permanent salary increases to recognize and reward innovations that support student learning and achievement. The same college just launched a college-wide initiative that is promoting innovation within each division. One purpose of this latest initiative is to build partnerships that connect academic and support services.

Several colleges noted that they believe encouragement for academic achievement and transfer needs to begin at the basic skills level and that this kind of instructional commitment and engagement is best achieved by faculty who connect with students in ways that go beyond the classroom. In some instances, this connection comes from faculty “looking like” the students and/or sharing the students’ life experience and, possibly, ambitions. In other instances, it comes from the connection faculty and staff see between the college’s ability to educate and inspire local youth and their community’s economic wellbeing.

As an extension of the basic skills focus, several of the targeted colleges explained that they very deliberately consider the different sub-groups that comprise their student population for the purpose of determining how to best encourage student success among different constituencies. One college, for example, is highly focused on its largely first-generation Latino student body and in interviews, faculty and counselors explained how they have come to understand the factors that compromise and support transfer for these students. As an example, many parents are reluctant to see their sons and daughters leave the area and may, for that reason, discourage rather than encourage transfer. The learning communities that two other colleges are growing provide students with opportunities to access a familiar or preferred cultural environment.

TRANSFER-PROMOTING FACTOR #3: COMMITMENT TO THE INSTITUTION		
<i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i>		
<i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Nurture a high level of commitment to the institution	DA LASC PC RE	<ul style="list-style-type: none"> ➤ Engage the college community in discussions about the mission and encourage committees and the wider college community to contribute input and ideas (DA) ➤ Hire faculty and staff who are able to relate to students because they share the same cultural/ethnic background or come from the same neighborhood/area (DA, PC, RE, LASC)
Develop a culture where people define their role in terms of what they do for students	DA LASC PC RE SDCC	<ul style="list-style-type: none"> ➤ Faculty and staff are available to students inside and outside of the classroom (DA). ➤ Working at the college is “much more than a job” (DA, PC, LASC) ➤ Support staff take pride in helping students access the right people and services (PC, RE) ➤ Faculty and staff take pride in working over time to help students (DA)
Build a reputation that attracts and retains talented and committed individuals	DA PC RE SKY	<ul style="list-style-type: none"> ➤ Low turnover among faculty and staff (DA, PC, SKY, RE) ➤ Very low turnover in leadership (DA) and large response to job openings (DA)

Discussion of Commitment Factor:

Many interviewees and focus group participants at the visited sites expressed a high level of pride in their institution. In some instances, interviewees perceived the institution as a vital part of the local community. In other instances, the pride was grounded in the institution’s track record.

A theme found among interviewees at all the colleges visited, and exemplified by staff at four sites, was a commitment to student success and a willingness to go the extra mile to help students accomplish anything from finding the right office to pick up an application form to developing an effective education plan or preparing for a test. “We look not just for the best teachers, but for the best teachers who will get involved,” one College President commented. A classified staff member

at another college put it this way: “The more I know about transfer, the better I can serve our students.”

Low turnover among faculty, support and classified staff was a source of pride at several of the visited institutions. “Once you start working at the college, you don’t leave,” one classified staff member commented after pointing out that the college plays a key role in helping local youth from her community “rise up” and achieve.

TRANSFER-PROMOTING FACTOR #4: STRONG, STRATEGIC HIGH SCHOOL RELATIONSHIPS		
<p><i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i></p> <p><i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i></p>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Ease the high school-to-college transition	IVC LASC PC RE SKY SDCC	<ul style="list-style-type: none"> ➤ A college team visits high school campuses for three days in a row to test, place and register students for the upcoming fall semester (RE) ➤ Assessment tests and assistance with financial aid applications provided on-site at the high schools (PC) ➤ College courses are offered at one or more high schools (IVC, RE, SKY) ➤ Priority enrollment is provided for incoming high school students (SKY) ➤ At least two colleges offer a "middle college" option, in one case located at the high school and the other on the college campus (SDCC, LASC) ➤ Ease of college course taking – on a college campus – by high school students (IVC, RE) ➤ A well-developed Talent Search Program (TRIO funded) reaches many feeder high schools and brings many students onto campus (LASC)
Build and nurture relationships with high school counselors	DA IVC LASC PC RE SKY	<ul style="list-style-type: none"> ➤ High schools are updated annually on new college offerings via the “Team Collaboration” meeting, which is also used to discuss student needs and support programs. In addition, representatives make regular visits to local high schools and high school counselors (PC) ➤ College counselors and other personnel work to assure high school counselors that students will receive the education and services necessary for them to succeed through to transfer (DA, PC) ➤ The college hosts a biannual breakfast with high school counselors (SKY) ➤ The college engages in frequent contact with high school counselors (IVC) ➤ Annual reports are provided to each high

		<p>school, including a count and capture rate for each high school graduating class, a list of recent graduates, amount of financial aid distributed to graduates, and the placement testing rates (RE)</p> <ul style="list-style-type: none"> ➤ Grant-funded Talent Search program conducts outreach to low-income and first-generation students at local middle- and high schools. The program brings participants to college campus to use the Transfer Center resources (LASC)
Educate the community and family members	<p>DA IVC LASC PC RE</p>	<ul style="list-style-type: none"> ➤ Parents' Night attracts more than 1000 participants. In addition, the college hosts smaller gatherings for parents and students from targeted groups, including Hispanic/Latino and African American high school seniors – parent outreach includes Spanish language options (DA) ➤ Senior Day brings high school students and their families on to the community college campus (PC) ➤ Kaleidoscope – Reedley's "college fair" – serves as an open house for the community, currently enrolled students, and high school students in the district. The event is high-profile, attended by all sectors of the college and local community, and serves to highlight the college's programs and services (RE) ➤ High visibility events are held at the college (IVC) ➤ Financial Aid Director conducts informational sessions for the community and families (LASC)
Develop strong institutional relationships with individual high schools and help students develop the expectation that they will continue their education at the community college.	<p>DA PC SKY</p>	<ul style="list-style-type: none"> ➤ Expectation of college introduced early and repeatedly by high schools and community college outreach team. Special attention is paid to the role of the community college in providing students with a substantial academic foundation for transfer to a four-year institution, as well as being affordable, local and staffed by caring individuals from the community (PC) ➤ The college conducts outreach to specific high schools whose students, often from underrepresented populations, have limited knowledge of educational options. In addition to providing information about enrollment, outreach includes information about support services available on campus (DA) ➤ Outreach efforts are linked to learning communities (SKY)
Utilize the student voice in outreach activities	<p>SDCC SKY</p>	<ul style="list-style-type: none"> ➤ Much of the communication with high school students is done by the well-trained student

		ambassadors who can relate to students on a peer-to-peer level. During the fall semester, an ambassador is assigned to a high school and will visit at least once a week (SDCC) ➤ Campus ambassadors (current students) are involved in the outreach (SKY)
Ease the transition of new students after enrollment	DA	➤ Once students enroll, the college hosts events that honor their background and make them feel welcome. As an example the college hosted a special student orientation for African American students (DA)

Discussion of High School Relationship Factor:

Nearly all colleges mentioned ways in which they worked to help students transition from high school. At least two of the colleges in this study worked closely with local high schools to enroll students. These colleges brought the necessary personnel to perform placement tests and financial aid application assistance, and in one case also registered students on-the-spot. Other colleges did not provide these services at the high schools, but communicated strongly in other ways that the students were wanted on campus. For example, outreach to underrepresented populations at targeted high schools included information about support services such as learning communities. Others provided students with the opportunity to enroll in college classes while in high school – sometimes offered at the high school rather than at the college. In addition to offering concurrent enrollment, one college offered high school students orientation, matriculation services, educational plan development, individualized counseling, and progress monitoring. The Literature Review cites several studies that point to the positive impact that strong relationships with high schools can have on two-to-four-year transfer rates. As an example, Cohen notes that “one of the most promising practices [for increasing transfer rates from community college to four-year institutions] is to increase articulation agreements with high schools, especially dual enrollment and middle college high schools, because of their appeal to more serious students” (Cohen, 2003).

At least two of the colleges used student ambassadors to reach out to current high school students. Some colleges also emphasized the need to develop relationships not only with students but also with parents and the local community. These colleges often included a large number of first-generation college students, or were specifically targeting first-generation college students.

In addition to reaching out to high school students and their parents, colleges indicated that they meet at least annually with high school counselors. In some cases, college informants and high school counselors both indicated that it was important to develop an understanding of how the college could serve recent high school students – that is, the high school counselors needed convincing. Counselors wanted to know that students would be prepared to transfer to a four-year institution before they were willing to recommend that students go to a community college first. However, along with the concerns about rigor were other concerns about adequate academic support services. Addressing these concerns has helped build and solidify strong relationship with the high schools. In addition, at least one college provides a report to each high school with the names of students who have enrolled and related information.

**TRANSFER-PROMOTING FACTOR #5:
STRONG FOUR-YEAR COLLEGE RELATIONSHIPS**

Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)

Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.

Action/Activity	# of Colleges	Examples of Practice/Implementation
Facilitate a regular presence of four-year institutions on the local campus	DA IVC LASC PC RE SKY SDCC	<ul style="list-style-type: none"> ➤ Representatives from several transfer institutions visit and recruit on a regular basis (IVC) ➤ A UC Davis representative visits the campus weekly, most likely contributing to the fact that this was the UC which garnered the most transfers (SKY) ➤ Weekly presence on campus from the closest CSU (to which the majority of transfers go); in addition, a nearby private university has a regular presence on campus (RE) ➤ Some four-year institutions schedule representatives for weekly sessions at the community college. In 2007-2008, university visits included six UCs and colleges from as far away as Cornell University and Notre Dame (DA) ➤ Representatives from seven transfer institutions visit and recruit on a regular basis (PC) ➤ Representatives from 11 transfer institutions meet with students on a regular basis (SDCC) ➤ Representatives come to campus (LASC)
Conduct tours to four-year institutions	DA IVC LASC PC RE SDCC	<ul style="list-style-type: none"> ➤ Tours to university campuses are available to some students (DA, IVC, PC, LASC, RE, SDCC)
Identify additional ways to strengthen relationships with particular institutions and guide students during their transition	LASC PC RE SKY SDCC	<ul style="list-style-type: none"> ➤ A student at CSU Dominguez Hills can take a class at LASC and if the class is transferable, Dominguez Hills pays for the class (LASC) ➤ Students can cross-enroll at SDSU and UCSD for reduced fees (SDCC) ➤ Honors programs provide students with possibility of earning priority admission to select institutions (SDCC, SKY, LASC) ➤ Faculty advisors guide students on transfer and career opportunities in a range of majors (PC) ➤ Faculty and counselors use their relationships with four-year colleges to assist students (PC) ➤ CSU and local faculty are in "constant contact" (RE)

Bring representatives from four-year institutions to the local campus for particular activities	DA LASC RE SDCC	<ul style="list-style-type: none"> ➤ Local CSUs brought staff to the community college and conducted on-site admissions (LASC) ➤ An Annual Transfer Day attracts dozens of four-year colleges and universities (DA) ➤ The district sponsors an annual college fair for Historically Black Colleges and Universities (SDCC) ➤ CSU-sponsored “Dog Days” event hosted by the Reedley campus (RE)
Expose students to faculty and counselors from other institutions	RE SKY	<ul style="list-style-type: none"> ➤ CSU faculty and counselors also work at the community college (RE, SKY) ➤ Faculty share their four-year experiences with students, providing a more personal “window” into the transfer institutions (RE, SKY)
Emphasize a range of transfer options, including to private institutions	DA SDCC	<ul style="list-style-type: none"> ➤ College counts five private colleges that regularly visit Transfer Center. Relationship with private colleges gained more emphasis when data showed 40% of transfers went out-of-state or chose this option (SDCC) ➤ De Anza’s Articulation Office emphasized the range of transfer avenues available to students as evidenced by agreements with 26 private and/or out-of-state four-year institutions (DA)

Discussion of Four-Year Relationship Factor:

Informants at the community colleges emphasized the importance of exposing students to four-year institutions in whatever ways possible. At minimum, regular visits for representatives allow students to ask questions and become more knowledgeable about specific institutions to which they might transfer. At least six of the colleges also have programs which allow some students (EOPS students, for example) to tour four-year campuses. The assumption is that this first-hand experience is especially helpful in demystifying four-year institutions, particularly for first-generation college students. These findings are consistent with recommendations made by previous studies and referenced in the literature review (Gabbard, 2006; Cuseo, 1998; Eaton, 1994).³

In addition to regular visits from some four-year representatives and in-person tours, many of the colleges host a Transfer Day or similar activities. These are often constructed to expose students to a range of transfer institutions. Some have a particular focus (e.g., Historically Black Colleges and Universities). Others encourage community college faculty to participate by wearing logo apparel from their four-year institution, or spending time at the booth with the representatives from their alma mater. Informants, including students themselves, often commented that they come to community college with a pre-determined plan of where they will transfer without consideration of whether that four-year is a good “fit” for them in terms of their major and/or socially. Learning about a variety of colleges allows students to consider additional transfer institutions and allows them to realize they have choices. For example, one community college encourages students to

³ Cuseo, J. (1998). “The Transfer Transition from 2-year to 4-year Institution: Critical Issues and Promising Practices”, U.S. Department of Education, ERIC, 2001.

Eaton, J.S. (1994) Strengthening collegiate education in community colleges. Jossey-Bass: San Francisco, CA.

consider a more distant UC campus because there is scholarship money available to attend this particular institution.

Yet another form of exposure comes from faculty or counselors who work both at the community college and local four-year institutions. These individuals have a particular level of credibility when they assure students that they are prepared to transfer. They can also provide specific suggestions or support.

Close proximity to four-year institutions may also increase student exposure to the idea of transfer. Thus, informants were often surprised to learn that proximity to four-year institutions did not enter into the calculation of expected transfer rates. It may be that the baccalaureate index also accounts for proximity. However, those institutions close to four-year colleges or universities did not generally take the relationship for granted. In one case, a CSU located only six miles from the community college came to campus to conduct on-site admissions. In another case, students were allowed to cross-enroll for reduced fees. It was also clear that community colleges at some distance to four-year institutions made special efforts to build relationships with specific four-year colleges or universities for the benefit of their students.

Many colleges also facilitated transfer to specific institutions in formal ways (e.g., Honors programs) and informal ways (e.g., faculty advisors with “connections” to specific disciplinary areas at four-year institutions). Guaranteed Admissions Agreements and Articulation are also part of these efforts. Some colleges indicate articulation agreements with as many as 52 four-year institutions or as few as eight. The number of TAG Agreements varies from one to 13.

Note on Factor 6, Services and Programs Supporting Transfer: This factor is subdivided into five sections: Factor 6A: Articulation, Factor 6B: Transfer Centers & Counseling, Factor 6C: Financial Aid, Factor 6D: Special Programs & Services, and Factor 6E: Technology. All colleges have these services, so this discussion will primarily focus on aspects of these services which appear to be unusual or particularly effective. In addition, this section will discuss “Other Support Services” including activities such as learning communities and specially designed classes as well as DSPS, EOPS, Puente and other community college programs.

TRANSFER-PROMOTING FACTOR #6A: EFFECTIVE SUPPORT SERVICES – ARTICULATION		
<p><i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i></p> <p><i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i></p>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Connect the Articulation function directly to faculty activities and curriculum development – a related activity is to make information readily available to faculty	DA IVC PC RE SKY SDCC	<ul style="list-style-type: none"> ➤ Articulation Officer meets with faculty to ensure they have the latest updates and can provide correct and current articulation information to their students (IVC) ➤ Articulation Officer works strategically to support faculty with curriculum in order to reduce time and clarify pathways to transfer (RE) ➤ The Articulation Officer’s second title, “Transfer Services Coordinator,” indicates her office is a major intersection connecting faculty

		<p>with transfer information and training: "I meet with faculty one-on-one and I also conduct workshops for faculty initiators [of curriculum that may be articulated with four-year institutions]" (DA)</p> <ul style="list-style-type: none"> ➤ The Articulation Officer sits on the Curriculum Committee (DA, RE, SDCC) ➤ Other staff working directly with transfer also sit on the Curriculum Committee, for example the VP of Student Services who oversees the Articulation function (RE), or the Lead Transfer Counselor who works closely with Articulation (SKY) ➤ The college uses faculty advisors to provide discipline-specific information; this helps students get the most current information (PC) ➤ A wealth of updated articulation information is easily available on an intranet for faculty and staff (DA)
Provide high levels of leadership and coordination around Articulation issues	DA PC RE SDCC	<ul style="list-style-type: none"> ➤ Some College Presidents serve on regional consortia or associations which include CSUs and UCs and thus provide opportunities to promote transfer (PC, SDCC) ➤ The Articulation Officer, because she is also TCC, is highly aware of instances where students run into problems with transfer (RE) ➤ The Articulation Officer works closely with the Transfer Center Coordinator who alerts her to problems she sees with students "whether they (the problems) are internal or inter-segmental" (DA) ➤ One Articulation Office has a staff of three – the Articulation Officer, an Articulation Specialist and an administrative assistant (DA)
Take a highly proactive approach to Articulation	IVC PC SDCC	<ul style="list-style-type: none"> ➤ The Articulation Officer monitors the development of new majors by the community college and affiliated universities (SDCC) ➤ Efforts to produce a procedures manual will enable the campus to perform audits on existing Articulation agreements. This process will also allow the campus to anticipate articulation needs (IVC) ➤ One college has a high-touch, ad hoc approach. "If we don't have a transfer agreement and one of our students says 'I'm going to X College' we start working to develop such a transfer agreement," the President explained (PC)

Discussion of Effective Support Services Factor - Articulation:

Most Articulation Offices work directly and systematically with faculty on a regular basis. One college specifically mentioned the intranet that it maintains for the college employees. Another

college supplements and augments its articulation and transfer counseling functions through faculty advisors who provide discipline-specific information; this helps students get the most current information. Faculty may be the most up-to-date since universities often change their requirements and ASSIST may be behind in catching these changes. Faculty are likely to know about this – counselors may not. Faculty advisors at one of the colleges also noted that they share the information they gain from doing hands-on research on transfer with their colleagues so that entire departments gain expertise from having one representative serve as a faculty advisor. The importance of having accurate and updated information is highlighted in research that underscores the negative impact of inaccurate advising (Kerr, 2006). College Presidents who serve on regional consortia or associations benefit from a big-picture view of transfer opportunities and also have direct opportunities to promote program-to-program articulation agreements. One such group meets monthly and participates in data exchanges. Another group, which meets bi-weekly, includes not only representatives from CCCs, CSUs, and UCs but also other leaders from the community.

TRANSFER-PROMOTING FACTOR #6B: EFFECTIVE SUPPORT SERVICES – TRANSFER CENTER & COUNSELING		
<i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i>		
<i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Through the Transfer Center, promote transfer visibility on campus for both students and employees	IVC LASC RE SDCC SKY	<ul style="list-style-type: none"> ➤ The TC-related webpage is visible as a link on the college’s homepage. The site offers students the option of receiving transfer-related mailings by either email or regular mail. Such mailings are also forwarded to other college employees, particularly to special program directors and coordinators (SKY) ➤ The Transfer Center produces an informational newsletter called Transfer Times. This publication keeps students abreast of university filing deadlines, changes in requirements, articulation issues and requirements, workshops regarding course-taking patterns and transfer success and upcoming events (IVC) ➤ The Transfer/Career Center produces a newsletter (paper copy produced once a semester with electronic updates published monthly). It also boasts an exemplary transfer website (SDCC) ➤ The Transfer Center disseminates accurate transfer-related information to general counselors, faculty, staff, and administrators – often through weekly updates (RE) ➤ Faculty allow counselors (LASC) or the Transfer Center (SDCC) access to their classrooms
Use peers (as advisors, mentors, or exemplary)	DA LASC	<ul style="list-style-type: none"> ➤ Students from four-year institutions (similar to peer advisors) work with the Center for

<p>success stories) in delivering Transfer Center services and the transfer message</p>	<p>SDCC SKY</p>	<p>Retention and Transfer (LASC)</p> <ul style="list-style-type: none"> ➤ A student support program housed in the Transfer Center uses students from underserved populations who are well on their way to transferring as peer advisors (DA) ➤ The Transfer Opportunities Center promotes “Stars: Transfer Student Hall of Fame,” an annual activity honoring outstanding former Skyline College transfer students who have achieved outstanding educational and career success. Inductees have their photographs and biographies posted on the TOC website (SKY) ➤ The college hosts a transfer achievement reception (IVC) or annual “transfer celebration reception” for students accepted at four-year institutions (SDCC)
<p>Through the Transfer Center, encourage students to view career goals and transfer plans as related – nurture the link between goals and motivation</p>	<p>DA SDCC SKY</p>	<ul style="list-style-type: none"> ➤ Dual or co-located Transfer/Career Center enables students to explore career and transfer possibilities in conjunction (SDCC, SKY) ➤ Opportunities and reasons for transfer are a major themes in the student Orientation Guide (DA)
<p>Through the Transfer Center, provide specific services or programs to students</p>	<p>DA LASC RE</p>	<ul style="list-style-type: none"> ➤ The Transfer Center shares a space with a student support program that provides academic advising, mentoring, leadership development and study groups to underrepresented and first-generation students. Students said they “don’t really distinguish between the Transfer Center and the student support program” (DA) ➤ The TRIO-funded Center for Retention and Transfer (CRT) must meet certain requirements: students must fulfill at least two counseling appointments and attend two workshops or field trips such as the college fairs or campus visits each semester (LASC) ➤ Monetary grants to CRT students who maintain a certain GPA attend CRT workshops or field trips and/or complete other requirements (LASC) ➤ Software is used to keep track of student progress (counseling visits, workshops, coursework, and GPA) (LASC) ➤ The CRT coordinates a Women’s Discussion Group and a men’s group called Brothers Beyond the Color (LASC) ➤ Application workshops are conducted where Transfer Center personnel walk students through the process of applying to the four-year schools – even including going online to request transcripts from other CCs (RE)

Discussion of Effective Support Services Factor - Transfer Centers and Counseling:

As studies conducted by Gabbard and other researchers emphasize (Gabbard, 2006), and as the case studies indicate, the Transfer Centers (TCs) themselves certainly accrue some of the credit for the institutional success in transfer. Typical activities include the following – some of which have already been discussed in the section on relationships with four-year institutions – Transfer Counseling, Classroom Presentations, Transfer Workshops, Transfer Fairs, Campus Representative Visits, and Campus Field Trips. In many cases the lattermost activity is not conducted directly through the TCs but rather occurs in coordination with programs such as EOPS which have funding for them. Some college TCs go above and beyond these numerous but somewhat typical activities or have unique qualities. For example, some colleges use peers as advisors and showcase recent transfer “success stories.”

The location of the TC came up in quite a few of the case studies. Some are housed in a “One-Stop Student Services Center,” and others are moving in this direction. One college cited the proximity of EOPS as particularly important since many of its students qualify.

Each college has a unique structure for the staffing and oversight of its TC, as well as the structure of the relationship between the TC and counseling services. At one college the TC employs a Transfer Coordinator, a Transfer Counselor, two Academic Advisors, an Administrative Assistant, and five peer advisors who are part of a support program. Another college has only one person staffing the TC; she functions as the coordinator and transfer counselor for 60% of her time in the fall but she also works as a general counselor. At all colleges, general counselors must be able to provide transfer counseling to students. As mentioned, the coordination between the TC and counseling also varies considerably. Particularly at small colleges the coordination is often largely informal. At other colleges, intranets and other means of communication inform all college members, but perhaps especially counseling, of important, transfer-related information. At many of the colleges regular meetings are used to coordinate services, such as at one college where the director attends the weekly counseling meetings to inform counselors of updated transfer information.

Counseling services can be a critical factor in helping students reach transfer. One complaint that students often voice is that counselors are not able to provide sufficient individualized counseling given time constraints. Many of the counseling-related efforts at the colleges directly or indirectly address this concern. At one college, faculty advisors are used to provide extensive transfer information pertaining to potential majors. Learning communities and similar types of efforts provide systems where counselors are able to spend more time with individual students. EOPS, TRIO-funded, and other support programs require that students seek regular counseling services; many of the colleges studied put these programs at the forefront of their efforts to reach and support students.

Another counseling-related issue is to get students the information and support they need in a timely way. Various efforts to integrate student services with instruction help address this concern—colleges mentioned learning communities, basic skills programs, and college-wide retention efforts as some examples. Some colleges emphasized sending counselors to the high schools so that prospective students could know what to expect, and what would be expected of them, once they arrive on campus. At least three of the colleges emphasized the importance of their counseling courses including “orientation to college” courses and courses which address transfer-related information and requirements.

**TRANSFER-PROMOTING FACTOR #6C:
EFFECTIVE SUPPORT SERVICES – FINANCIAL AID**

Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)

Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.

Action/Activity	# of Colleges	Examples of Practice/Implementation
Begin the Financial Aid process early in the high schools	DA PC RE SDCC	<ul style="list-style-type: none"> ➤ High school team outreach includes financial aid advice and assistance (DA, PC, RE, SDCC)
Provide Financial Aid information through multiple means and in multiple venues, including in classrooms	DA LASC RE SKY	<ul style="list-style-type: none"> ➤ With the Transfer Opportunity Center, the Financial Aid Office coordinates workshops for students accepted for transfer (SKY) ➤ Financial Aid and Transfer Coordinators often provide PowerPoint slides to the classroom faculty to update students on key events and deadlines. Faculty display them on the screen for view as students enter the class. In addition, staff often provide five-minute classroom presentations on a wide variety of topics (RE) ➤ The Financial Aid office helps students complete their application on-line. They conduct financial aid workshops in classrooms and presentations at community-based organizations. During “Cash for College,” 20 different high schools come to learn about financial aid. They also have a “Financial Aid Awareness Day” on campus (LASC) ➤ The Financial Aid Office electronically alerts students to deadlines they cannot miss and informs them of scholarships they might consider pursuing (DA)
Financial Aid and other offices provide scholarships and other financial assistance for students who are transferring or en route to transfer	DA IVC LASC SKY	<ul style="list-style-type: none"> ➤ Consortium Agreements have been established with certain schools so that a local CSU student can take a class at the community college and if the class is transferable, the CSU pays for the class (LASC) ➤ Scholarship information from the four-year institutions is provided by the Center for Retention and Transfer (LASC) ➤ The scholarship program – available to incoming freshmen, current and transferring students – is advertised through the website, the student’s ‘my site’ accounts, on the campus marquee and campus

		<p>announcements (IVC)</p> <ul style="list-style-type: none"> ➤ The college has at least one transfer scholarship associated with a UC (SKY) ➤ When students exceed the unit limitation for financial aid because they started out in developmental courses or changed direction along the way, the college is generous. “We almost always extend the financial aid limitation,” the Financial Aid Officer explained. “At that point, though, you need to follow an education plan to the script” (DA)
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Discussion of Effective Support Services Factor – Financial Aid & Other Financial Assistance:

The colleges studied serve a range of student populations. One college (Irvine Valley) had as few as 9% of its students receiving “some Financial Aid.” De Anza is also on this side of the spectrum at 15%, followed by San Diego City at 25%. In the middle sit Skyline and Reedley, averaging around 50%. At the other end of the spectrum are Porterville at 70% and Los Angeles Southwest at 90%.

As previously mentioned, a number of the colleges provide financial aid information to high school students. To serve new and current community college students, a few go directly into classrooms with information. Some use faculty members who partner in displaying and disseminating the information. While not typical, a couple of colleges indicate they provide scholarships for students in the process of transferring. One college has an arrangement with a local CSU whereby students can take community college courses and have the CSU pay for them.

TRANSFER-PROMOTING FACTOR #6D: EFFECTIVE SUPPORT SERVICES – SPECIAL PROGRAMS & SERVICES		
<p><i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i></p> <p><i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i></p>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Utilize Special Programs, categorically funded by the state, in conjunction with other transfer services	DA IVC LASC PC RE SKY SDCC	<ul style="list-style-type: none"> ➤ EOPS was mentioned – by all seven colleges – as a significant program in contributing to student success in general and transfer success in particular (IVC, LASC, PC, RE, SDCC, SKY) ➤ In some cases, EOPS is the program through which college tours occur (PC) ➤ In many cases, EOPS is closely situated to and/or mutually supported by the Transfer Center (LASC, RE) or another college support program (e.g., PC’s LISTO program)
Invest in additional grant- and otherwise-funded Special Programs - in particular, focus on programs which do one or	DA IVC LASC PC	<ul style="list-style-type: none"> ➤ One college emphasized that it uses the Honors Program to provide Faculty Mentors for students (IVC) ➤ The Honors Program is active at five or six of

<p>more of the following: build community, use peer mentors or faculty mentors, and integrate Instruction with Student Services</p>	<p>RE SKY SDCC</p>	<p>the colleges visited (one college did not mention the program, however it is prominent on their website) (DA, IVC, LASC, RE, SDCC, SKY)</p> <ul style="list-style-type: none"> ➤ Traditional “Learning Communities” were emphasized at two of the colleges (SDCC, SKY), but other colleges created programs similarly focused on community (DA, PC) ➤ Three colleges pointed to scholar-athlete programs (LASC, SKY, RE) ➤ Three colleges noted their tutoring centers provide specific support for students working on their personal statements for their four-year applications (DA, LASC, RE)
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Discussion of Effective Support Services Factor – Special Programs & Support Services:

In addition to the standard Articulation, Transfer Center, Transfer Counseling, and Financial Aid services, colleges often have a wide array of support services available to students. One college in particular stood out as having perhaps the biggest range of options available to students, including seven traditional learning communities and five similarly designed special programs which offer support to specific student populations. Each program is unique and offers a slightly different array of support; however all 12 programs specifically reference transfer in their web-based materials and nearly all mention access to counseling. The traditional learning communities also emphasize math and English. Other colleges may not have the same array of options, but instead house large, targeted programs (LISTO and EOPS at Porterville), or simply highly strategic programs (SSRC at De Anza).

Related to learning communities, quite a few colleges have worked to further integrate instructional and support services, to better assist students. Colleges also offer classes to support student goal-setting, retention and success. On a very practical note, the tutoring center at three of the colleges (or more) provides support for students as they write their personal statements for their four-year applications.

See Appendix E for a list of sample support services at one of the seven colleges.

TRANSFER-PROMOTING FACTOR #6E: EFFECTIVE SUPPORT SERVICES – TECHNOLOGY APPLICATIONS		
<i>Legend: De Anza (DA); Irvine Valley (IVC); Porterville (PC); Reedley (RE); San Diego City (SDCC); Skyline (SKY); Southwest Los Angeles (LASC)</i> <i>Note: Colleges are associated with an action/activity when it was consistently referenced and/or highlighted during the site visits; it is possible that other colleges in the study engage in these practices as well.</i>		
Action/Activity	# of Colleges	Examples of Practice/Implementation
Use an Intranet to promote common knowledge of or access to transfer-related information	DA	➤ Articulation Office's Intranet website is designed to increase faculty awareness and understanding of transfer and to update them on articulation requirements and tools they can use to guide curriculum design. The intranet site also includes updates on legislation and statewide issues and transfer admission agreement/guarantees in place with CSUs, UCs and private institutions (DA)
Utilize telecasting for a variety of purposes	RE	<ul style="list-style-type: none"> ➤ Host meetings between faculty, staff and administrators who are located at different colleges (RE) ➤ Consider using telecasting to connect community college students with four-year college representatives (RE) ➤ Use telecasting to inform students about transfer-related services and events (RE)
Create and distribute promotional CDs	RE	➤ Create promotional CDs that are edited and designed to appeal to local high school students and that present the community college as an excellent and affordable step on the road toward subsequent transfer (RE)

Discussion of Effective Support Services Factor – Technology:

All colleges visited recognized that transfer had to be promoted on the college website and – although in some instances it was not immediately obvious where on the college website transfer information could be located – most of the sites had created web pages that were informative and easy to navigate.

Technology was also used to facilitate the flow of information to faculty and staff. As an illustration, one college had created an Intranet site that offers information and resources for faculty involved in transfer. The site provides users with the opportunity to access a one-stop transfer shop that includes anything from student handouts to updates on legislation and statewide issues. The site, which includes a considerable amount of time-sensitive information, is maintained by an Articulation specialist.

Another college, which includes several campuses, uses telecasting to connect faculty and staff at all the locations. The use of this medium has, in turn, catalyzed speculation about other telecasting applications. A particularly interesting variation is one that would use telecasting to connect students with representatives and peers from transfer institutions. This strategy would be particularly effective for rural colleges that are located far away from potential transfer institutions.

SECTION III: IMPLICATIONS

Complexity and Caution: Transfer rates are shaped by a wide range of variables, many of them interactive. Accordingly, researchers need to be especially cautious before they imply causal relationships between, for example, a high level of collaboration between faculty and counselors, and higher-than-expected transfer rates. Site visits to the seven selected colleges certainly suggested that there is a positive correlation between the two, but we do not yet have the evidence to claim that a causal relationship exists.

What we can do is to identify actions that we observed at the colleges and to cluster these actions around a set of factors. As the tables presented throughout this paper illustrate, the implementation of each factor will vary from college to college.

Similarly, one college may be implementing three actions that contribute to develop or reinforce a transfer culture while another is practicing six or seven actions. Does this mean that the former has a more developed transfer culture than the latter? It might, but then again it might not. In some instances the different actions support and augment each other – for example, the use of peer mentors from underserved groups as role models may be particularly effective if they are placed in categorically or non-categorically funded programs that serve the same underserved populations. Similarly, some actions may serve particular student groups more than others, or there may be a cluster of faculty members who are particularly committed to serving as informal advisors to their students. Thus, not all students will have access to the same level or depth of services.

Yet, the research team recognizes that readers, particularly those anxious to find out what works so they can apply it at their own colleges, may want more than a list of actions and examples of how these actions are expressed or implemented at the targeted colleges. For this reason, we have developed a description of a fictional college that is implementing most of the strategies that this study suggests may have a positive impact on transfer.

Composite Profile: The following profile should be interpreted in this way: imagine that the six researchers who conducted the site visits were asked to take what they collectively observed and use the findings to describe what they believe would be a college with a higher-than-expected transfer rate. The profile should incorporate as many of the transfer-promoting strategies and elements as possible and be told from the perspective of a student. The team's response to the fictional challenge follows in the form of Lourdes's story:

Lourdes at College Composite

New student Lourdes was familiar with College Composite before she enrolled. While a senior at a nearby high school, she and her family were invited to a "College Day" at the college campus. She was impressed that day by how many college students came up to talk with her and the other high school students about the benefits of attending College Composite. She also went from one table to the next gathering information about support programs that would be available to her if she enrolled. Of special interest to her was one for students who are the first in their family to attend college. In addition, students from Extended Opportunity Programs and Services (EOPS) talked with her about special tutoring services that would be available to her and how she would be able to work with an EOPS counselor to plan how to make College Composite work for her. Lourdes's family was very impressed by the Spanish-speaking counselors and students who greeted parents of would-be College Composite students. At the end of the day, the President of College Composite spoke. She said that she really hoped the students would consider enrolling at College Composite after graduating from high school. She also encouraged the students to try to take as many math, science and English courses as possible before completing high school. By arriving

well-prepared academically, she said, the students could move through College Composite quickly and, if they wished, transfer to a four-year college. The President mentioned that College Composite had transfer arrangements in place with several local baccalaureate institutions and that it transfers more students to the prestigious UCX than any other institution in the region. Starting at College Composite, the President concluded, is the most affordable way to a baccalaureate degree.

A few months after the College Day event, a group of people from the college came over to Lourdes's high school. One person administered a placement test, another helped her complete financial aid application forms and a counselor worked with her to identify courses she should take during her first semester.

When Lourdes arrived on the college campus, she wasn't sure where she should go. When she asked somebody in a reception area in a large building, they were really friendly and asked if she was a new student. The person, who said she was a secretary, then walked Lourdes over to a counselor at the Adelante Office. The counselor was very friendly and reminded Lourdes of the services available to first-generation students like herself. He then asked Lana, a student intern, to help Lourdes find her first class. On the way over there, the student explained that she had one semester left and was planning to transfer to College UCX. She encouraged Lourdes to go see a representative from College UCX. "Jason is here every Tuesday afternoon," Lana said pointing across the plaza to where a big sign was posted announcing "College Composite Transfer Center." Lana told Lourdes to check out the Transfer Center as soon as possible. "They have lots of information in there on transfer. Of course you can also check it out online, but if you go there, you can meet some really nice people. They also have students working there, just like me."

The first class was Math. Lourdes had tested below college level and was nervous because she never quite got math. But the instructor seemed really nice and immediately talked about how important the math class was to transfer. "You all have the option to transfer," the instructor said. "To do so, you have to get through this class and that's why we have a great tutoring center available to help you be successful. At the beginning of the next session, we will all walk down to the tutoring center together so you know where it is and who works there."

Lourdes ended up using the tutoring center a lot. In retrospect, she probably would not have passed the remedial math course without it and certainly not the more advanced math courses she subsequently had to take.

In addition to the math tutoring center she also got help from the Adelante Office where special tutoring was available in the afternoon for first-generation college students like herself. Of all the programs at the college this was her favorite because it felt most like a family and a very ambitious one. The transfer message was really clear in the program and every time an Adelante student got accepted to a four-year college, there was a party.

But it was her math instructor and her EOPS counselor who saved her when she got herself into a mess the second semester. Lourdes's father had lost his job so she increased her work from 15 to 25 hours per week. Her grades started suffering and she felt she was too busy to go to as many tutoring sessions as she knew she should have. Her math instructor e-mailed her and asked her to come in and see him. She was afraid to do so, but when she did he explained that they were doing "early intervention" and that it was really to help her. While she was in his office, he called "a friend of his at the EOPS office." Two days later, Lourdes went to see this friend who was one of the EOPS counselors. Lourdes explained her situation and the counselor said that they should go talk with the Financial Aid person. They did so together and it turned out that there was a job on campus that Lourdes could apply for that would pay a little less than her other job but would save her lots of commuting time and gas money. The EOPS counselor got Lourdes the application

form and they then sat down together and made a schedule for how Lourdes would both work and attend tutoring sessions three times a week.

When Lourdes enrolled in the “Student Success Course” later that semester she heard about the early intervention strategy. The course also taught her to prepare a schedule for each week, just like the EOPS counselor had helped her do. But most of all, the Student Success Course emphasized how all students at College Composite are transfer students and how everybody is able to and, if they wish, expected to transfer. They spent about half of the entire course identifying and discussing resources available to help students plan and implement their transfer goal. In the evaluation form for the course, Lourdes wrote that she wished she had taken the Student Success Course the first semester she attended College Composite as her counselor had advised.

By the end of her second semester at the college, Lourdes knew that she wanted to get a teaching credential. She also knew from attending several transfer workshops and from using ASSIST – a great resource that the EOPS transfer counselor taught her how to use – that there were several possible transfer colleges for her and that the best would be Baccalaureate Composite.

Lourdes decided on Baccalaureate Composite after participating in three transfer college trips organized through EOPS and the Transfer Center. She was surprised by how much difference it made for her to actually be on the four-year college campuses. Transfer suddenly seemed much more like a real possibility. She liked Baccalaureate Composite best because their Teaching Credential Program serves a lot of students who, like herself, want to teach in underserved areas. She also learned that the Baccalaureate Composite Teaching Credential Program actually offers two courses at her community college that she can take paying community college fees and getting baccalaureate credits.

When Lourdes thinks back at her College Composite experience, what really stands out is how everybody seemed to believe she could transfer and even expected her to do so. And it seemed like so many people in different jobs at the college were there working together to help her achieve this goal. Best of all, it seemed as if her success at the college made them feel proud not just of her accomplishments, but also of the college itself. “This is why I work here,” the EOPS secretary said when Lourdes stopped by to tell her EOPS counselor that she had been accepted to Baccalaureate Composite. “I tell my friends that I’ve worked at Composite for 15 years and plan to stay here till I retire because we help students succeed in life.”

SECTION IV: NEXT STEPS – TESTING THE FINDINGS

Questions: The research team recognizes that many questions are likely to remain on the reader’s mind, including the following:

- “If a variable is found at two colleges and another one at all seven colleges, should more attention be given to the one most frequently observed?”
- “Is there a particular combination of variables that seems to be particularly effective in increasing transfer?”
- “Are some of the variables dependent on particular conditions to be in place? For example, if the leadership is not behind the transfer message, is there any point in a college placing visible signs of transfer around its campus?”

It is also possible that colleges with lower-than-expected transfer rates are implementing some or perhaps even most of the variables described here. Why, they will wonder, are they not achieving the same results as the colleges examined in this study?

Quantitative Research: There may be opportunities to further test and refine some of the findings presented in this report through the upcoming analysis for the Quantitative Research Component such as reviewing, for example, transfer rates for students who participated in or utilized one or more of the following:

- TRIO-funded, EOPS, and other support programs
- Student success courses – particularly in the first semester
- Financial Aid

Other quantitative measures may also be revealing, such as the relative number of transfer articulation agreements, the student-to-counselor ratio, and the number of dedicated transfer counselors for each California community college.

In an attempt to gather additional information, researchers also plan to conduct a Phase II of the TLC's Qualitative Research Component. Approaches for this project are currently under discussion.

SECTION V: SUGGESTIONS FOR USING THE REPORT TO STIMULATE IDEAS AND DISCUSSION

The Research Team developed the report to serve as a resource for community colleges around California and, ideally, as a catalyst to spark conversation about transfer. Colleges reviewing the six transfer-promoting factors in the findings section are likely to reflect on which areas they believe they are already doing well and which areas could benefit from more attention. Looking at the actions and activities that are in place at their campus compared to the ones identified in the study, somebody could suggest that “we could do that.” A discussion might follow about who would be involved, what would be required, what it could cost, and what outcomes could be achieved.

The college may decide it wants more information and assign somebody to review the entire case study featuring one or more activities being considered for replication. We imagine that colleges located in large urban areas will have a particular interest in what San Diego City and Los Angeles Southwest College are doing to promote transfer. Similarly small, rural colleges may have a special interest in considering Porterville's methods and strategies.

The Research Team understands that most individual readers will turn to the section that is most relevant to their own job or perspective. This is natural and will, we hope, be instructive and interesting. However, as we point out in the report, the implementation or augmentation of a few activities are unlikely to lead to dramatic changes in transfer. More often than not, the key to change probably lies in the dynamic interaction between activities and the cumulative impact of multiple activities.

As the Research Teams were advised throughout the study – transfer is a college-wide activity for which everybody is responsible and to which everybody can contribute. It is not a neat and simple puzzle whose pieces create the same picture for every college; but rather a series of pieces that each college can work with to make them fit together in the most effective way.

Suggested ways to get the conversation started:

- Form a cross-functional team of faculty, support service staff and administrators and ask them to review one of the factors identified in the study – e.g. “Transfer Culture.” Ask the team to compare the actions and activities and corresponding implementation strategies that the study describes to those in place at the college. They might begin by identifying one action or activity that the college has not yet developed but that it could consider testing. Don’t forget to include students in the conversation at appropriate junctures.
- Ask members of the college leadership team to review at least one part of the study and host a session that begins with an overall assessment of how the college compares to the study subjects in each of the six factor areas. Then discuss for which factor the college has the best opportunities or the most urgent need to strengthen and consider whether any of the study’s actions and activities for that factor may be of interest for replication.
- Ask student support services (student development) faculty and staff to discuss the report findings and compare the activities they are using to promote transfer to those identified in the study. What would need to occur for them to be able to introduce some new activities at their college or to augment current activities? A key part of this examination should include a discussion about how student development and instruction can better support each other in efforts to improve student outcomes, particularly student transfer rates.
- Use the report findings for one or all of the transfer-promoting factors as a framework for the transfer section of the self-study.

APPENDIX A - METHODOLOGY

The qualitative team's assignment was "to compare the effective practices identified in the literature review against the set of effective strategies and practices utilized at colleges with high transfer rates." (TLC Proposal, Work Plan 5.1)

It was determined that the first year of qualitative research would consist of two-day site visits to targeted colleges led by research teams from the Center for Student Success (CSS). The teams selected the colleges, designed the research protocols, implemented the site visits by first scheduling with local college staff, then worked on-site for two intensive days, and finally documented and analyzed findings.

The Protocols: The interview and focus group protocols were developed with the literature review findings as the basis for inquiry. The intention was to meet with many representatives from different groups, including:

- Students planning to transfer or close to transfer
- Instructional faculty
- Staff and faculty directly involved in providing transfer-related services to students
- Staff and faculty providing other student and academic support services (not transfer-specific)
- High school counselors
- The College President
- Other administrative leadership
- Representatives from the research office

The approach ensured that the researchers would have as many opportunities as possible to hear different perspectives on the colleges' transfer activities, in order to test the reliability of personal reports. Which approaches appear to be largely consistent throughout the college? Which approaches are supported by administration? Which approaches affect a sizable number of students? How do students experience transfer opportunities and services at the college? How does the Transfer Center Director describe his or her mission and responsibilities? What role does the President of the College play in transfer? Are faculty involved in supporting transfer? What are the various roles academic and student services play in promoting transfer?

In developing the resulting interview and focus group protocols, the research team looked to the literature review findings for guidance. Accordingly, the finalized protocols are designed to investigate each major factor that the literature review identified as being positively associated with transfer. These included the presence of a transfer culture, strong relationships with high school and four-year institutions, and strong transfer support services. (See sample protocol presented in Appendix B.)

Selection of the Colleges: In addition to developing protocols, the target colleges needed to be identified – but which colleges had high transfer rates? As recent studies agree (e.g. Horn & Lew, 2007), any discussion about transfer rates must first define what is actually being measured. Who are the transfer students in the numerator? What about the denominator? If the numerator includes all students who transferred during a specified time period, should the denominator include part-time students? Should we only count the students who have completed a certain number of units? If so, how many students and over how long of a period of time? Should the units include transfer-level courses such as the gateway courses in transfer-level math?

In consultation with the Advisory Committee, the TLC Project decided to use an official methodology for measuring transfer rates that was developed by the State Chancellor's Office in

2001. This approach tracked transfer rates for cohorts of first-time college freshmen who completed a minimum of 12 units of community college coursework and who attempted a transfer-level Math or English course at some point during their enrollment. Members of each cohort were followed for six years from the time of their initial enrollment to determine the number and percentage transferring within that timeframe. When the TLC Project was launched, the study had tracked transfer rates for the 1998-99, 1999-2000 and 2000-2001 first-time student cohorts.

Formula for Transfer Rates:

Of all first-time college freshmen entering in a particular cohort year who within six years of their first enrollment completed a minimum of 12 credit units and attempted a transfer-level Math or English course, the percent who transferred within the same six year timeframe.

The next step in the State Chancellor's Office analysis was to adjust the rates for environmental factors – variables over which the colleges have no control. The two most influential of these variables were determined according to regression studies conducted by the State Chancellor's Office. Adjusting for these factors, an **expected transfer rate** was calculated for each college, taking into account:

- 1) the local baccalaureate indicator – residents of the college's service area 25 years or older who have earned a baccalaureate and/or a more advanced degree as a percentage of all residents over 25 years of age in the college's service area, and
- 2) the percentage of students 25 years or older enrolled at the college.

As the final step in the college selection process, the research team utilized both the actual transfer rates and the expected transfer rates to identify the colleges that had achieved **higher-than-expected transfer rates for all three cohort years**. The expectation was that the criterion of consistency would increase the probability that the targeted colleges had in place particular approaches or strategies that contributed positively to transfer and that other colleges might be able to consider for local adaptation. Using this selection method, seven colleges were identified as consistently having the largest residuals (the difference between the expected rate and the actual rate). The seven colleges, in alphabetical order, were:

De Anza (DA)
Irvine Valley (IVC)
Los Angeles Southwest (LASC)
Porterville (PC)
Reedley (RE)
San Diego City (SDCC)
Skyline (SKY)

The Site Visits: The President of each of the seven colleges was contacted and invited to participate in the study. From the college's perspective this required that they host a two-day site visit during which two researchers would conduct interviews and focus groups with key informants. All seven College Presidents agreed and several months were spent planning the site visits.

The site visits were conducted in February and March 2008. They included a total of 108 interviews and 33 focus groups with 323 participants. On average, each of the seven colleges hosted 15-16 interviews and four focus groups with an average of 46 participants. All interviews, both individually and with focus groups, were digitally recorded for later reference.

At the end of the first day of each site visit, the research teams met and summarized their initial findings using an agreed-upon template (See Appendix C). The initial findings from the first day were then consciously tested throughout the second day of focus groups and interviews using the pre-determined protocols. In addition, a model case study report was produced by one of the researchers, which the other researchers then used as an outline for their case study write-ups. Each case study was written by one researcher, then verified and edited by the second researcher participating in that college visit. The writers used the digital recordings to refer to and cite specific evidence substantiating the findings. The case studies were then provided to the respective College Presidents for correction of any factual items.

Summary of the Pros and Cons of the Research Approach:

Strengths of on-site, case study approaches in general:

- On-site case studies generate primary data which investigators can verify (most quantitative studies rely upon secondary data that are difficult to verify).
- In-person rapport with informants may generate more valid information than via a standardized, often self-administered, survey.
- Rich and detailed qualitative data can lead to more nuanced understanding and findings.
- The flexibility of the research approach can lead to the discovery of undeclared concepts or phenomena.

Strengths of this particular set of case studies and related analyses:

- The study hypotheses and protocols were drawn directly from findings presented in the literature; as a result and despite the broad theoretical scope of the project, researchers were able to focus the investigation
- Sites were selected based upon their relative success (higher-than-expected rates) rather than their numeric success (volume of transfers)
- Several colleges were visited so that conclusions would not be drawn from a single college – rather, a range of institutions with relatively high transfer success were investigated
- Multiple informants from various areas of the colleges were used. Moreover, the protocols involved the informants in directly assessing and sharing their views of why their colleges were successful with regard to transfer
- Two trained investigators were engaged in the research at each site. The use of two researchers helps counteract individual biases
- Two full days of research were conducted, with the second day used to consciously test observations shared by both researchers from the first day. At each of the colleges, most or all of the focus groups were conducted on the second day allowing for considerable corroboration of many of the findings, or in some cases researchers were persuaded to revise preliminary findings accordingly

Limitations of case studies in general and in this particular research project:

- Qualitative studies such as this one often cannot adequately assess the generalization of findings without accompanying quantitative data⁴
- Informants providing subjective data may sometimes provide incomplete or inaccurate information. In particular, informants may experience subconscious pressure to provide particular statements which they believe will match researchers' expectations, or support

⁴ The quantitative part of the TLC project may help address this issue.

impressions their supervisors want them to convey. (To try to counterbalance this, a range of informants were interviewed by the two researchers.)

- The scope of the study was broad; therefore despite advance preparation reading accreditation reports and materials related to the college, two days at each institution allow for only the beginning of an understanding of what is occurring at each location at a particular moment in time
- While a range of informants from each institution participated, due to logistical constraints there was no input from students' parents/guardians and almost no input from four-year receiving institutions. Moreover, the study was limited to one to two focus groups at each institution with students themselves and did not seek to interview students who had already transferred
- Alternate criteria might have been used to identify successful colleges. It is possible that colleges selected based upon alternate criteria might have produced a different set of findings
- The research project was not designed to include colleges that scored as "underachieving" to see how they might be similar or different from those which scored as "overachieving." This limits the analysis of the extent to which college policies and practices may influence students' transfer outcomes ⁵

⁵ A follow-up study which would correct for this limitation is under discussion.

APPENDIX B – INTERVIEW PROTOCOL TEMPLATE

Researchers developed and utilized 18 protocols, each with a different target informant. The informants were defined as follows, separated into interviews and focus groups. Occasionally an interview protocol would be used with multiple informants (e.g., if the Financial Aid Director asked a Financial Aid Counselor to also participate in the interview). The Support Programs protocol was used for both interviews and focus groups.

Interview Informants

1. Academic Senate President
2. Articulation Officer
3. Chief Instructional Officer (CIO)
4. College President
5. College Researcher
6. Chief Student Services Officer (CSSO)
7. Dean of Counseling
8. Financial Aid Director
9. High School Outreach
10. Manager of Transfer Center Budget (fold these questions into appropriate interview)
11. Transfer Center Coordinator

Focus Group Informants

12. Classified Staff
13. Counselors (general)
14. Counselors (in Transfer Center)
15. Current Students (two focus groups at each college)
16. Faculty members
17. High School Counselors
18. Support Programs

Two sample protocols are presented here (the CSSO interview protocol and the student focus group protocol) . To view the protocols in their entirety, please go to the TLC website.

CSSO INTERVIEW QUESTIONS

1	What do you see as the college's transfer goals and priorities? Are there any additional, transfer-related goals you would like to establish for the Student Services division?
2	How do you use your position to promote and support the college's transfer goals and priorities?
3	In what ways do you work with the Transfer Center Director to promote transfer? Are there other members of the college community with whom you work to support the transfer function of the college?
4	Overall, what role does Student Services play in supporting transfer?
5	Briefly, how are different Student Services programs and services involved in supporting and promoting transfer? Which of these programs and services are most important to supporting and promoting transfer? Are there programs which work particularly well for underrepresented or other student populations?
6	If you had to identify one program or service, which one is most important to supporting and promoting transfer?
7	What kind of training regarding transfer requirements and services is provided to counselors and staff? Please describe the kinds of training and who receives it. Does the Instructional Services division contribute to this training? If so, how?
8	In your experience, how can Students Services and Instructional Services work

	collaboratively to support transfer?
9	Are there ways in which you work with colleagues at local four-year institutions to promote transfer? Please describe.
10	If your division received a substantial amount of money to support transfer, how would you invest it?
11	Why do you think the college has a higher-than-expected transfer rate?
12	Has the college's transfer rate changed in the last three years or so? [Up, stable, down - if not sure, then "best guess"; probe for different student populations]

STUDENT FOCUS GROUP QUESTIONS

1	What made you decide to come to this college?
2	Did you enroll here already knowing that you wanted to transfer? If no, what happened that made you decide to transfer?
3	Since you enrolled, what kind of messages have you heard about the possibility and opportunity of transferring to a four-year college? Has what you've heard changed your mind about transferring?
4	Who at the college has talked to you or counseled you about transfer? When did they talk to you? <i>(e.g., prior to enrolling, during first semester, etc)</i>
5	Please look at the list of transfer information and support services in front of you. Rate them in terms of how important they were in helping you become ready to transfer. <i>(When they are done, ask them to identify their number one choice and why they rated it this way.) Note: USE MINISURVEY FORM.</i>
6	Have any of you used the services at the Transfer Center? Which services and were they helpful? How? If you have not used the transfer center, why not?
7	Have any of you participated in other programs or services at the college that have helped you prepare to transfer? How were they helpful? How did you hear about them?
8	Do you have an education plan? When was it developed? How many semesters does it cover? Do you know what courses you need to take to transfer? Are you planning to get an Associate's degree?
9	What is the biggest obstacle to transfer? Has anybody at the college helped you work toward overcoming this obstacle? If yes, what kind of help have you received?
10	If you were in charge of transfer services here at the college what would you do to make improvements?
11	What do you know about the four-year colleges you are considering transfer to? How did you collect your information? Have you visited the four-year college? If yes, please describe the visit. What have you heard about the academic expectations you will encounter once you transfer--will the expectations be similar to what you have experienced here or different?
12	What information is available to you and other students about financial aid that can help while you are attending this college? Scholarships?
13	What information is available to you and other students about financial aid that can help you transfer and after you transfer? Scholarships?
14	What do you like best about this college?

APPENDIX C - DOCUMENTATION TEMPLATE

For a description of how this documentation template was used, see Appendix A (research methodology).

Section #	Section Theme	Section Outline (what to include in each section)
1	Methodology	1a. who was interviewed, which focus groups were conducted (including number and types of participants), and which documents provided information which was incorporated into the case study
2	Overview of the College	<p>2a. general; college profile (district affiliation, location(s), enrollment, physical layout, number of FT faculty, etc)</p> <p>2b. transfer profile (transfer statistics, transfer investments, transfer center staff and location, articulation officer, transfer counselors, etc)</p> <p>2c. data changes - current data which differ from historical trends, particularly those which differ from the base cohort years used for selection (1998-2000)</p> <p>2d. student perspective -- draw picture of a student at the campus who wants to get information about transfer opportunities – e.g., where can s/he go, what information is available, who is available to help</p> <p><i>Note: include data from sources such as college factbooks and transfer annual reports combined with information about transfer investments and a description of the infrastructure in place to support transfer</i></p>
3	College Culture	<p>3a. explicit and implicit messages and information about transfer (website, student handbook etc, president’s speeches, workshops promoting and facilitating transfer, etc)</p> <p>3b. college’s transfer goals and who established them, who develops the transfer plan, who reviews transfer performance, what evidence they consider and any changes the college has made in response to these reviews and findings</p> <p>3c. the nature and extent of communication / collaboration among the individuals who run the programs and services that promote and support transfer</p> <p>3d. communications between program and services that promote and support transfer and the broader community of faculty/student support services/college leadership/administrators</p>
4	Services & Programs Supporting Transfer	<p>4a. role and scope of counseling and dissemination of transfer information</p> <p>4b. scope and quality of transfer centers and other transfer support services</p> <p>4c. scope, quality, and use of articulation agreements</p> <p>4d. availability of financial aid</p> <p>4e. special services and programs supporting transfer, including</p>

		academic support services
5	Transfer of Special Student Populations	<p><i>Flowing from 4e:</i></p> <p>differences in the transfer rate for different populations</p> <p>any population(s) are the target of efforts to increase transfer?</p> <p>programs/ interventions and evidence of their effectiveness</p>
6	Transfer Connections	<p>High School connection - relationships in place with local HSs (academic preparation, dual and concurrent enrollment, recruitment efforts, presentations at HSs emphasizing transfer, collaboration with HSs to encourage students to think about transfer in high school)</p> <p>BA connection - Summarize information from "Partners' worksheet in Research_College_Profiles regarding four-year colleges visiting the campus, having guaranteed admissions agreements, etc.; special outreach and programs at campus or four-year institutions; relationships between faculty, counselors, administrators, leadership and four-year institutions</p> <p>the college's participation in statewide and national transfer networks</p>
7	Building Capacity and Effective Practices	<p>professional development activities that increase faculty and student services staff's ability to become transfer advocates and facilitators</p> <p>effective practices at work at the college as identified by interviewees</p>

APPENDIX D - TRANSFER RATES FOR SELECTED COLLEGES

The transfer rates used for this study were drawn from the most recent available data (see below). Cohorts of first-time college freshmen who completed a minimum of 12 units of community college coursework and who attempted a transfer-level Math or English course at some point during their enrollment were followed for six years from the time of their initial enrollment to determine the number and percentage transferring within that timeframe. As indicated previously, the “expected” rates factor in the percent of students who are age 25 or older and the bachelor plus index of the region.

COLLEGE	Residual (Actual-Expected Transfer Rate)			Actual Transfer Rate			Cohort Size		
	1998-99 Cohort (followed to 2003-04)	1999-00 Cohort (followed to 2004-05)	2000-01 Cohort (followed to 2005-06)	1998-99 Transfer Rate	1999-00 Transfer Rate	2000-01 Transfer Rate	1998-99 Cohort Size	1999-00 Cohort Size	2000-01 Cohort Size
DE ANZA	6.9372	7.3534	7.3559	57.42	57.93	58.05	2,527	2,624	2,486
IRVINE VALLEY	7.1750	9.1164	8.1939	55.64	58.76	57.42	1,152	1,062	1,031
PORTERVILLE	4.9327	10.1706	8.8978	31.75	36.56	35.41	441	424	497
REEDLEY	6.8569	4.7067	5.3127	43.51	40.61	41.55	1,303	1,320	1,509
SAN DIEGO CITY	5.3611	5.4553	7.0042	44.61	44.81	46.15	1,448	1,417	1,378
SKYLINE	7.9816	4.7628	5.8799	51.57	48.80	50.12	1,016	961	822
SOUTHWEST L.A.	7.7895	4.6457	9.5554	36.69	31.75	35.87	507	422	460

Source: Transfer Rate Study of the CCCs, 2005-06 at <http://www.cccco.edu/divisions/tris/rp/reports.htm>

Subsequent editions of Transfer Rate Study will include more recent cohort years and drop the oldest cohorts. Beyond adding more recent cohorts, future editions will reflect some changes in the underlying data which will affect transfer rates. Most differences will not be marked (a transfer rate of 58.05 might be recalculated as 58.15, for example), but in a few cases differences may be more significant. The ARCC report, which uses the same transfer rate data, cites three primary reasons for these changes, as follows:

“Why are the rates for some of the indicators for the same cohort different in the 2008 [ARCC] report when we compare them to the 2007 [ARCC] report?”

The changes could occur in a college’s denominator, the college’s numerator, or both. The changes in the data relate to the following factors:

- 1) The course cleanup project (Curriculum Reporting for the Community Colleges, CRCC): The course changes can and did alter the student headcounts in the cohorts, as well as their outcomes.
- 2) Student Identifier (SI) updates: With the announcement of the SB00 cleanup project for 2007-08, more districts started to submit SI updates to get a head start on the project.
- 3) Improvements in the methodology for extracting the cohort for the NSC match: With the 2008 report, we began to request all records from students, as opposed to restricting by date. This change resulted in identifying fewer students as first time.”

Source: www.cccco.edu/Portals/4/TRIS/research/ARCC/ab1417_faq.doc

APPENDIX E – SAMPLE SUPPORT PROGRAMS FROM SKYLINE COLLEGE

Descriptions of Twelve Learning Communities and Special Programs Which Support Skyline Students in Reaching Their Goals:

- **The African-American Success Through Excellence and Persistence (ASTEP)** Program at Skyline College is designed for African-American and other students to increase their chances of remaining in college. This program offers students an exciting and unique opportunity to select courses from an Africentric curriculum. The ASTEP components include core courses in English, math, career and personal development, African-American history, Black Psychology, and Tutorial Assistance, as well as mentoring, counseling and other support services.
- **Disabled Students Programs and Services (DSPS)** offers services to students with learning disabilities, psychological disabilities, and long- or short-term physical disabilities.
- **Extended Opportunity Programs and Services (EOPS)** is designed to improve access, retention and completion of educational goals for students who are low income and educationally disadvantaged. EOPS students have the potential to succeed in college but have not been able to realize their potential because of economic and/or educational barriers.
- **The Gateway Learning Community** is designed to prepare students for entry into career technical education programs. Course content and context address the learning needed to succeed in programs such as allied health, biotechnology and others.
- **Hermanos** is a brotherhood-supporting academic achievement in the Latino culture program..
- **Honors Transfer Program/TAP** for highly motivated students who seek a challenging academic experience for intellectual and personal growth.
- **Kababayan Program** is a transfer and community support program with the goal of increasing proficiency in English skills for success in college, work, and life.
- **Math, Engineering & Science Achievement (MESA)** – program provides support, encouragement and assistance to students with math- and science-based majors.
- **Puente Program** - A two-semester program which links students, a counselor, an English instructor, community mentors and UC and other colleges in an effort to increase the number of students who transfer from two-year colleges to four-year colleges.
- **The Scholar Athlete Learning Community** is designed to engage student-athletes in the learning process with courses that will enrich their educational experiences. The mission of the program is to place student-athletes into a cohort and enable them to finish their degrees within a two-year timeframe to pursue their athletic and academic goals at the university level.
- **TRIO-STARS (Student Transfer, Academic Achievement, and Retention Services)** provides intensive academic and counseling support for students who meet the program criteria (low income, first generation in family to have attended college, or disabled, either physical or learning).
- Since 1975, the **Women In Transition (WIT) Program** has been successfully helping women make the transition back into the academic environment. Our goal is to encourage women to expand their horizons, and reach their intellectual, professional and personal goals.