**Transfer Taskforce Meeting Summary 10.13.2023**

**Opening Remark**

The opening remarks at the meeting covered several key points and actions to be taken during the discussion. These included:

1. Acknowledgment of Discussion Topics: Chialin introduced four questions for participants to consider during the meeting.
2. Program Invitations: Mention of programs and their invitations for the showcase was made, with a request for attendees to inform if any were missed so that they could be included.
3. Structured Timeline: A structured timeline for upcoming events was outlined, including plans for November presentations and recommendations.
4. Collaboration and Information Sharing: Emphasis was placed on gathering all relevant information in one place for ease of access and collaboration. An appreciative mention of Anniqua’s model for this purpose was made.
5. Connection to Transfer: The importance of connecting discussions and activities to transfer initiatives, particularly highlighting AB 1705 programs, was noted. Ray also highlighted the role of faculty in reflecting on their teaching and learning.
6. Focus on Equity and Professional Development: A commitment to incorporating equity and anti-racism considerations into discussions and an emphasis on professional development for improving practices and responding to student needs were discussed.
7. Inclusivity and Information Sharing: The importance of inclusive and informative conversations to facilitate growth and the need for considerations regarding flex days and the inclusion of additional presenters and sharing were highlighted.

The opening remarks set the tone for the meeting, stressing the importance of collaboration, structured timelines, data-driven decision-making, equity, and professional development in the context of transfer services.

**Transfer Data Sharing**

**Program/Services Supporting Transfer:**

1. The program offers a comprehensive set of resources, including guided pathways and transfer-level English and math courses, aimed at helping students navigate the transfer process effectively.
2. The team is actively using data and dashboards to track student progress and identify areas for improvement.

**What was the outcome?**

1. While there has been a decline in transfer numbers, this is attributed to the ongoing impact of the pandemic on student pathways.
2. Transfer-seeking students who have decided majors are fairly represented, but there's a need to focus on those with undecided majors.
3. Data reveals disparities in transfer rates for Hispanic and Black non-Hispanic students compared to the expected rates.

**What We Learned:**

1. Transfer-seeking students accumulate various unit ranges, including many with over 65 units, indicating potential challenges in transfer readiness.
2. There's a need to address the struggles faced by Hispanic and Black non-Hispanic students in the transfer process.
3. Completion of the Golden Four (transfer-level English, math, and oral communication) should be tracked to support transfer goals effectively. (This Golden Four may go away).

**Enhancements Needed for Transfer Services:**

1. Further collaboration with different student groups, particularly Hispanic and Black non-Hispanic students, to address equity gaps.
2. Consider additional data tracking for important milestones such as Golden Four course completion.
3. Explore ways to provide incentives and support for transfer-seeking students in line with AB 705 and student athlete models.

These actions can help improve the overall effectiveness of transfer services and support the success of a more diverse student population.

**Transfer Data Discussion**

The conversation shifted towards a discussion on student transfers, the application and enrollment processes, potential barriers, and the need for follow-up support during transitions. Specific points covered included the decline in CSU applications in Fall 2018, the importance of PE requirements for some degree programs, and the challenge of tracking student transfers accurately. There was also mention of a need for mentorship programs to support students during their initial year at the transferring institution. Additionally, the question of scope in terms of institutional responsibility was raised, particularly regarding whether the responsibility extends to enrolled students or just those who are admitted.

**How does your program/services support transfer?**

1. Application Support: The institutions discussed how they assist students with the transfer application process, including guidance on required courses, eligibility, and degree plans.
2. Program and Major Alignment: Programs and services ensure alignment with the major requirements at the transfer institutions, particularly for high-unit majors such as engineering.

**What was the outcome?**

1. Challenges in Tracking Students: It was noted that tracking student transfers accurately can be complicated, and some students apply to multiple institutions, which can skew data.
2. PE Requirement Impact: The discussion highlighted that PE (Physical Education) requirements for some degrees might be acting as a barrier to students obtaining an associate degree.

**What did we learn?**

1. Mentorship and Transition Support: The importance of providing mentorship and support during the transition period from community college to a four-year institution was underscored.
2. Scoping Responsibility: There is a need to clarify the scope of responsibility in terms of whether it extends to enrolled students, admitted students, or both.

**What do you need to enhance your transfer services?**

1. Mentorship Programs: Consider implementing mentorship programs to support students during their initial year at transferring institutions, providing information on resources, financial aid, and enrollment.
2. Clarify Scope: Institutions need to clarify their scope of responsibility, including whether it extends to students who are admitted or enrolled in four-year institutions.
3. Better Data Tracking: Improving data tracking systems to accurately monitor student transfers and outcomes.
4. Enhancing collaboration among institutions, particularly during the transition period, may also be beneficial to support students more effectively.

**Possible actionable steps based on the summary of the discussion:**

**How does your program/services support transfer?**

Action 1: Enhanced Application Support: Improve and expand application support services for students by providing clearer guidance on the transfer application process, including eligibility criteria, required courses, and deadlines.

Action 2: Major Alignment Enhancement: Ensure that academic programs align closely with the requirements of transfer institutions, especially for high-unit majors like engineering, to facilitate a smoother transition.

**What was the outcome?**

Action 3: Improved Tracking Mechanisms: Enhance the tracking system for transferred students to account for those who apply to multiple institutions, allowing for more accurate data analysis.

Action 4: Address PE Requirement Barrier: Examine the impact of PE (Physical Education) requirements on degree completion and consider potential alternatives or adjustments to reduce this barrier for students.

**What did we learn?**

Action 5: Mentorship and Support Programs: Implement mentorship and support programs for students during the transition from community college to four-year institutions, ensuring they are well-informed about available resources, financial aid, and enrollment processes.

Action 6: Define Scope of Responsibility: Clarify the scope of responsibility regarding the level of support provided by community colleges, whether it extends to admitted students, enrolled students, or both.

**What do you need to enhance your transfer services?**

Action 7: Data Tracking System Improvements: Invest in and develop more effective data tracking systems to accurately monitor student transfers and outcomes, helping institutions make data-driven decisions.

Action 8: Collaboration Enhancement: Foster closer collaboration among community colleges, four-year institutions, and other relevant stakeholders, particularly during the transition period, to provide holistic support to students.

**Promise Program**

**How does your program/services support transfer?**

The Promise Program at Cañada College offers various services and support for transfer students, including career courses, transfer workshops, scholarship support, alumni engagement, field trips, internship opportunities, and job assistance.

**What was the outcome?**

The completion rates for Promise students have shown improvement over the years, with a 2-year completion rate of 6% for Fall 2020 and a 3-year completion rate of 15% for Fall 2019.

**What did we learn?**

The program takes a student-centered approach, uses data to inform decision-making, and focuses on retention and engagement to ensure students complete their degrees or certificates on time.

**What do you need to enhance your transfer services?**

The presentation highlights a need for better collaboration with other programs and departments to ensure that Promise students have access to resources and support beyond the program's offerings. Additionally, there is a suggestion to investigate the success of Promise students in their initial English and math courses and consider replicating this model for non-Promise students.

**Possible Actions based on the provided information:**

1. Analyze First-Year Success: Evaluate the success rates of Promise Program students in their initial English and math courses compared to non-Promise Program students. This analysis can provide insights into the impact of the program and help identify strategies that can benefit a broader student population.
2. Long-Term Tracking: Continue to track Promise Program students beyond the expected 3-year completion period. Analyze the outcomes for students who don't complete within the expected timeline. Explore ways to support these students, including potential transfer pathways, additional support services, or alternative education plans.
3. Collaboration and Data Sharing: Foster greater collaboration between the Promise Program and other departments, such as the Transfer Program or EOPS, to ensure a holistic approach to student success. Share data and insights to identify opportunities for shared support services, workshops, and resources.
4. Further Improve Undecided and Transfer Support: Given that some students remain undecided about their majors and transfer pathways, develop strategies to assist them in making informed decisions. Offer resources, workshops, and counseling to guide students toward suitable majors and prepare them for successful transfers.
5. Early Alert and Retention Strategies: Continue to focus on early alert systems and retention strategies to proactively address students who may be struggling or at risk of not completing within the expected time frame. Implement interventions to support their academic progress and personal development.
6. Continuous Program Evaluation: Regularly evaluate the Promise Program's effectiveness and adjust strategies based on the evolving needs and demographics of the student population. Ensure that the program remains adaptable and responsive to student needs.

**Guided Pathway Transfer Effort**

**How does the program/service support transfer?**

The program supports transfer by using retention specialists to build relationships with students, guide them through their academic journey, and connect them with resources for success, including transfer support. Additionally, they have an early alert system to identify struggling students and proactively offer assistance.

**What was the outcome?**

The outcome is active engagement with students, particularly those at risk of not meeting their transfer goals. It involves efforts to build relationships and communicate with students.

**What did we learn?**

The program learned the importance of establishing relationships with students early in their academic journey to gain their trust and provide effective support. Clear communication is crucial to improve student engagement in early alert systems.

**What do you need to enhance your transfer services?**

To enhance transfer services, the program needs to improve communication to ensure students are aware of who their retention specialist is and how to reach out for help. They should also consider ways to make students feel more comfortable seeking assistance, such as creating opportunities for faculty to connect with students outside of class. Additionally, ongoing research and strategies to improve student success in critical courses like English 105 are essential for better transfer services.

**Possible Actions based on the provided information:**

1. Improved Communication and Awareness: Develop a comprehensive communication plan to ensure students are aware of their assigned retention specialists and how to contact them. Provide clear and positive messaging about early alert systems to encourage students to seek assistance without fear of negative consequences.
2. Faculty-Student Engagement: Encourage faculty members to make themselves available to students before and after class for questions and support, as these interactions can foster relationships and better guidance. Implement strategies to address challenges related to stacked classes, where personal interactions may be limited, to ensure that all students have access to faculty support.
3. Research and Data-Driven Approaches: Continue research efforts to identify factors contributing to low success rates in critical courses like English 105. Use data and research findings to develop targeted interventions and strategies for improvement in these courses, potentially involving curriculum adjustments or additional support resources.
4. Integration and Collaboration: Promote better collaboration between retention specialists, faculty, counselors, and support services to create a more holistic and coordinated approach to student success. Consider the integration of early alert systems with other support programs and services to ensure a seamless and well-coordinated response when students are identified as needing help.
5. Student Outreach and Engagement Initiatives: Develop creative initiatives to engage students outside of academics, such as events and activities that are not solely focused on academics, to foster positive relationships. Leverage incentives like gift cards to encourage student participation and attendance, which can be an effective way to connect students with support services.

**AB1705 Transfer Effort**

**How does the program/service support transfer?**

1. Objective: The primary objective is to improve the success rate of students in math and English courses and facilitate their transfer post-Ab. 1705.
2. Challenges: The presentation highlighted a low success rate of only 44% in English 105 courses, indicating a need for improvement.
3. Initiatives: To address this issue, the program has secured funding from the Ab. 1705 support grant and the faculty learning program. They are actively working on strategies to improve success rates.
4. Collaboration: The program is collaborating with counselors, support services, and faculty to devise strategies to enhance the transfer experience for students.

**What was the outcome?**

The presentation did not explicitly mention specific outcomes or results. However, it is implied that the initiative is in its early stages of implementation, focusing on developing and implementing strategies to address the low success rates.

**What We Learned:**

1. Emphasis on the need for change and improvement in student success rates.
2. Recognition of the importance of collaboration between faculty, counselors, and support services.
3. Acknowledgment that student-faculty relationships play a crucial role in student success.

**Enhancements Needed for Transfer Services:**

1. Acknowledgment that faculty availability after class is effective.
2. Suggested giving faculty time to interact with students before and after classes.
3. Addressing challenges when classes are stacked, hindering student-faculty interactions.

**Improved Collaboration:**

1. Mentioned collaboration with counselors and support services, but the specific strategies need further enhancement.
2. Identifying areas where collaboration can be strengthened to better support students.

In summary, the program is focused on addressing the low success rates of students in math and English courses and improving transfer outcomes. They have received funding and are actively collaborating with various stakeholders to develop effective strategies. However, the presentation did not provide specific data on the outcome of these efforts or details on any additional enhancements needed for transfer services.

**Middle College Transfer Effort**

**How does it support transfer?**

The Middle College program, a collaboration with the Sequoia Union High School District, targets eleventh and twelfth graders. It allows students to earn college credits while completing their high school diploma, enabling them to graduate with 40 to 50 college credits. The goal is to expand the program, thereby increasing the number of students introduced to early college experiences. The program focuses on fostering a positive perception of transfer as an advantageous pathway for students.

**What was the outcome?**

The Middle College program successfully provides high school students with the opportunity to accumulate college credits before entering higher education. In the previous year, the program had 83 students, and it aims to add 10 more students in the coming semester.

**What did we learn?**

One key insight is the need to change the perception of transfer. Many students view transfer as a negative outcome, which the program aims to transform into a positive opportunity. This requires educating students about the benefits of transfer and creating awareness about available transfer pathways.

**What do you need to enhance your transfer services?**

To enhance their transfer services, the Middle College program should work on better integrating with Cañada College and improving communication about the program's benefits. The program should also expand its dual enrollment and history courses, expose students to more college opportunities, and ensure that high school students understand the requirements and advantages of early college participation. Additionally, the program should proactively engage with students in underrepresented areas, such as East Palo Alto and Belhaven, and actively target adult schools to provide more specific programs for adults interested in higher education. As the program expands, it should consider acquiring more suitable space on the Cañada College campus to improve integration and accessibility for participating students.

**Possible Actions based on the provided information:**

1. Promote the Benefits of Transfer: Develop an outreach strategy to educate high school students about the advantages of transfer, emphasizing that transfer is a valuable option even if they don't gain direct admission to a four-year institution. This includes conducting workshops, informational sessions, and partnering with high schools to facilitate these conversations.
2. Expand and Improve Communication: Enhance communication efforts between the Middle College program and high school students, their families, and local communities. This includes creating pathways and course plans early on, clearly articulating the value of college courses, and clarifying how students can benefit from college-level coursework. Improved communication can change the perception of college readiness among high school students.
3. Diversify Course Offerings: Expand dual enrollment and early college opportunities, introducing a variety of courses, including history courses, that appeal to high school students. The goal is to provide a wider range of options, making it more attractive for students to participate in early college programs, ultimately increasing the likelihood of transferring to a higher education institution.
4. Proactive Engagement in Underserved Areas: Initiate targeted outreach in underrepresented areas, such as East Palo Alto and Belhaven, to ensure that students in these regions are aware of and have access to the Middle College program. This may involve collaborating with local schools, community organizations, and creating specific programs tailored to the needs of students in these areas.
5. Optimize Space for Expansion: As the Middle College program plans to double its enrollment, the program should consider acquiring more suitable space on the Cañada College campus. This space should be strategically located to improve integration and accessibility for participating students, ensuring they feel part of the college community.
6. Leverage Transfer Guarantees: Ensure that students are aware of transfer guarantee programs offered by universities. Facilitate communication with high schools to inform students about these programs, where they can secure admission to a four-year institution from the beginning of their college journey, provided they meet specific criteria.

**Living Promise MOU Transfer Effort**

**Program/Services Supporting Transfer:**

The program, called the Living Promise MOU, is a collaboration between Cañada College, Sequoia Union High School District, Ravenswood City Schools, San Francisco State, and Cal State East Bay. Its primary focus is on early college access for high school students, particularly through dual enrollment and middle college programs. These programs aim to expose high school students to college-level courses and provide them with a head start on the transfer route.

**What was the outcome?**

It was to double of the size for Middle College and increase 2 dual enrollment courses every academic year. It is clear that there has been progress in implementing the dual enrollment and middle college programs, as well as an increase in the number of students participating. Success rates for students in the dual enrollment program are notably high, with an 83% completion rate. The program is moving toward its goal of doubling the Middle College program within the next 3 to 4 years.

**What We Learned:**

The conversation highlights the importance of early intervention and support for high school students. It emphasizes that many high school students do not have a clear plan for their educational path and may benefit from early exposure to college coursework. There is recognition that these students need guidance on what is required to succeed in college, including understanding assignments outside the classroom. Additionally, there is an understanding that collaborative efforts are necessary to ensure the success of these programs.

**Enhancements Needed for Transfer Services:**

To enhance transfer services, the following areas need attention:

1. Space Planning: As the middle college program expands, there is a need for early planning to accommodate the growing number of high school students on the college campus. This includes finding appropriate, integrated space for these students.
2. Communication and Integration: Efforts should be made to better integrate dual enrollment students into the Cañada College community and ensure they are aware of the college's offerings. More proactive communication is required to establish Cañada as a primary choice for these students.
3. Resource Allocation: As the programs grow, allocate additional resources, such as staff and support services, to meet the needs of an increasing number of students.
4. Student Outreach: Continue efforts to promote the benefits of dual enrollment and early college access to high schools and students, emphasizing that college is a viable path for a wide range of students.
5. Planning and Evaluation: Develop a clear plan for program expansion, including timelines and resource allocation. Regularly assess the success of the dual enrollment program and make adjustments as needed to improve outcomes.

**Closing Remark**

In the closing remarks, Paul expressed gratitude for the positive reception of Ray's input and emphasized the challenges in improving transfer services. Key points in the closing remark include:

1. Acknowledgment of Challenges: The speaker recognized the difficulties in making decisions about programs and services, often involving trade-offs and the need to choose strategically.
2. Historical Perspective: The speaker, with 30 years of experience, reflected on the numerous initiatives and efforts that have been tried in the past to improve transfer rates.
3. The Need for Evidence: There was an emphasis on the importance of measuring the effectiveness of these initiatives and the challenge in finding the necessary data to assess their impact.
4. Openness to Change: The speaker encouraged a willingness to reconsider traditional approaches that may no longer be effective.
5. Collective Goal: Highlighted the shared goal of increasing transfer rates and recognized it as a challenge not limited to a specific institution but a statewide issue.

The closing remarks underscored the importance of reevaluating approaches, measuring outcomes, and working collaboratively to address the challenge of improving transfer rates in a broader context.

**Meeting Recording**

CAN-B9-FTLCL: Okay? So those 4 questions for us to think about. And then the right hand side. You will see those programs that we invited. And if I miss anyone, please let me know, and we will edit in. So today we have 6 groups going to Shi showcase.

CAN-B9-FTLCL: and then the November third, we have 10, and then, if I miss anyone, please just let me know, and then we will just plug them in. And then by November the seventeenth, hopefully, everything we gathered. We, this group.

CAN-B9-FTLCL: whoever can come, will help us make the recommendations. Okay, so that's the flow of this structure.

CAN-B9-FTLCL: So for those of you who is going to present in November. Just put your Powerpoint into this slide. So we gather everything in the in one place. And this model is what I learned from Anika really appreciate her her model on this. So so it's not, some are here, some are there, so it's all in one place, and you can always come back to add your suggestion or thoughts.

CAN-B9-FTLCL: again for how this work? Leading to this transfer.

CAN-B9-FTLCL: So it's it's the same concept of the student where they enter in the pathway. And because the work that we were doing with Ab. 1705, and that the equity lens that we're providing that you know. How do we make sure that what we're doing is informed through data as an equity lens.

CAN-B9-FTLCL: Those are some thoughts we had, Ray, I mean, did you want to add particularly from the instructional perspective? Well, from the instructional perfect perspective. We're looking at the the on, the Ab. 1705 programs that are going to try to get faculty to

CAN-B9-FTLCL: to to reflect on their own teaching and and their teaching and learning. And and so that's basically the the role that II think a lot of faculty would have to take in in this in this task force.

CAN-B9-FTLCL: Thank you. And from the because, you know, one of the areas we're looking at is professional development around the campus and learning about how to improve our practices and respond to student needs. Where, really looking at all that is happening on campus as far as what's going on. And then how to how do we learn how to improve it? And we're working closely with

CAN-B9-FTLCL: the Equity and Anti-racism group as well. So keeping all of keeping the student at the center, keeping the equity lens in mind and ensuring that

CAN-B9-FTLCL: the conversations that we're having here are inclusive and informative to help us grow. So that's the other hat I'll be wearing as I'm listening to this. So where can we, when we plan our flex days when we support professional development. What else should we be thinking about? Who else should be part of presenting and sharing?

CAN-B9-FTLCL: Thank you. Excellent. So are you guys ready to dig into our transfer data sharing? Okay, before we move on? Okay. So I'm going to Kiran. Are you still there?

Karen Engel (she/her/hers): I am definitely here. Okay, thank you, Karen. So do you want me to stop sharing? Or you want me to share? And then you yeah, go ahead and share. That's that's fine.

Okay, good.

**Transfer Effort Data**

Karen Engel (she/her/hers): Alright. Good morning, everyone, are we? We're no, we're yes, we're still mourning

Karen Engel (she/her/hers): morning. Okay, so

Karen Engel (she/her/hers): a little bit oops. I'm gonna turn my screen off just in case

Karen Engel (she/her/hers): this some of these slides, and I think you all have access to them. I know it's I'm presenting a lot of data today, and sometimes it's too much. So I'll try to go through this relatively quickly, and then we can come back.

Karen Engel (she/her/hers): I will also put a dashboard in the chat where some of this data lives.

Karen Engel (she/her/hers): So some of this is an update from our transfer plan, which we adopted in 2021 and so these are. These images, you see, are from our dashboards. We download this data from Csu and Uc.

and so it's a little bit lagged. We don't. We don't have it yet for last year, but you can see that

Karen Engel (she/her/hers): you know, sort of since fall 2019. Our numbers have gone down a little bit. But, as Max Hartman said recently, reminded us, you know, transfer is a lagging indicator, and so I think what we're seeing. There is ongoing effects of the pandemic where a lot of our students stopped out.

Karen Engel (she/her/hers): So that's our Csu transfer information. Go ahead, Ashell, into the next one.

Karen Engel (she/her/hers): And this is our Uc. Information, and you know what what

Karen Engel (she/her/hers): pops out at me is. You know we have a pretty high admitted rate for both.

Karen Engel (she/her/hers): But those students don't always show up so they don't always enroll. And I think, you know, I think

Karen Engel (she/her/hers): a question of inquiry I have is is, how can we figure out what goes on there next next slide, please?

Karen Engel (she/her/hers): Here's a summary. So the Csu totals by academic year the U. You see, totals by academic year.

Karen Engel (she/her/hers): and then

Karen Engel (she/her/hers): oh, I guess we do have the data for 2023 and then and then I pulled the in state and out of state data from Data mart. And that's because the chances of office gets that from national student clearing house. So you see again, our totals, you know, sort of been declining. Okay, yep, go ahead. Sorry. I'll try to keep pace. This one. I think it's important to remember that typically now that we have

Karen Engel (she/her/hers): you know, really defined interest areas. And we're focused on students who are trying to get a degree or certificate, or transfer from Cañada that we keep an eye on on that number. And so that's the green bar, like Brown is of those students who have transfer seeking as their education goal.

Karen Engel (she/her/hers): And you know I don't love our education goal data. But there you go. That that's the official number. And then, or let at least what's in the system. And then that last dark green one is transfer seeking home campus students who have an undecided major.

Karen Engel (she/her/hers): Okay, next next slide, please.

Karen Engel (she/her/hers): This is just a quick demographic profile of currently enrolled students that have transfer as a goal.

Karen Engel (she/her/hers): And there, just, I wanted to pull out the our Hispanic or Latin students who are 59%

Karen Engel (she/her/hers): and think in terms of of our overall

Karen Engel (she/her/hers): student body, all educational goals. They're about 44%. So they're they're very well represented in in the group that is seeking to transfer our black non. Hispanic students are about the same. They're about 3 and a half percent overall and about 3 and a half in the transfer bowl

Karen Engel (she/her/hers): next slide, please.

Karen Engel (she/her/hers): Okay, so number of the milestones we look at for transfer, and that's the dashboard I'm gonna speak to in a minute.

Karen Engel (she/her/hers): Is units accumulated. And so we looked at this the last time around to sort of see. Okay of our currently enrolled students who are trying to transfer. How many units have they accumulated so far? And as many of us know it's about 60 that you need. If you've taken everything you know perfectly correctly. And what's the jump here is that we've got 162 students that have over 75 units.

Karen Engel (she/her/hers): 68 over 65. Your yeah, over 65, etc. So something to think about and I know our transfer. Folks will probably speak to that and sort of how we work with those students next slide.

Karen Engel (she/her/hers): This is the same data. So looking at unit, accumulated ranges, but disaggregated by race ethnicity.

Karen Engel (she/her/hers): And so what I will point out is that sort of middle column of our Hispanic students. Again, they're pretty. The the proportion of students. Remember? From that first slide

Karen Engel (she/her/hers): who are identifies Hispanic. And they're in each of these unit ranges in about the same proportion

Karen Engel (she/her/hers): same for our black, not Hispanic students next slide, please.

Karen Engel (she/her/hers): Alright. So now I'm gonna compare of a group of students who, in a in a range of time. It's in the notes

Karen Engel (she/her/hers): have indicated that they want to transfer. We compare that same group to who we found in the national student clearing house data. So what did they show up somewhere else having transferred?

Karen Engel (she/her/hers): And so this is sort of how we are giving you this indication of of which populations are might be struggling with the transfer process. As we saw there in terms of accumulating units. They're all pretty proportionate, but after the fact after the transfer process, we're seeing our Hispanic students are not, transferring as as much as we would anticipate. same for our black non. Hispanic students

Karen Engel (she/her/hers): next slide, please.

Karen Engel (she/her/hers): This is too much in a slide. But it's basically to give you the statistics that show you that Hispanic students are indeed disproportionately impacted negatively. So if we calculate a larger set of students over about a 4 year period, and we look at transfer rates. We see Hispanic students are statistically

Karen Engel (she/her/hers): not just by my eyeball reading, but statistically, negatively impacted the our black non. Hispanic students. You can see there are also negative equity gap there.

Karen Engel (she/her/hers): Because that group is small. It's harder for us to prove statistical significance, but doesn't mean that they're not negatively impacted

Karen Engel (she/her/hers): next slide.

Karen Engel (she/her/hers): This is from one of our dashboards. This is our guided pathways dashboard.

Karen Engel (she/her/hers): and it's looking at transfer level English and math completion within a year. By cohort. And as you recall, that's the goal of Ab. 705.

Karen Engel (she/her/hers): This time this one is filtered on transfer seeking students only.

Karen Engel (she/her/hers): So that gives you a sense over time, of how students are doing in in meeting that that goal? I have a question, Karen, or comment. So at our last meeting, when Eric Gasper and everyone knows Eric. He was talking about

CAN-B9-FTLCL: the carrot for students, basically, or or the incentive for students for student athletes, there's a clear incentive of why.

CAN-B9-FTLCL: this is an interesting data point to consider for Ab. 1705, discussion. Clearly there is an incentive students have indicated. They want to transfer that was just my little epiphany when I saw this, and that's all II wanted to say.

Karen Engel (she/her/hers): Go ahead, Phyllis.

CAN-B9-FTLCL: Yeah. So down the road I would like not down the road after. Can we finish the the Powerpoint? I would like you guys to start to ask question. I know there are lots of slides, different data points. You probably has lots of thoughts. So we will have that opportunity to do that. So Cameron, please

Karen Engel (she/her/hers): and I think II wanna mention this on this slide. II spent 2 days this week at the Rp. Conference, and there was lots of discussion. About 8 Ab. 9, 28 in particular, its impact on the Golden 4.

Karen Engel (she/her/hers): And I, you know.

Karen Engel (she/her/hers): I refresh my knowledge of what that the golden 4 are, but I feel like another. We haven't tracked the milestone of Golden for completion.

Karen Engel (she/her/hers): but I think we could and should. And so I'd love, maybe, for this group to to think about that also.

Karen Engel (she/her/hers): so it's not just math and English right there. The other the other classes as well.

Karen Engel (she/her/hers): Next slide, please. Oh, sorry is it, is it?

Karen Engel (she/her/hers): Yeah? Sorry the Cal gets you. Thank you, Lisa.

CAN-B9-FTLCL: The 4 classes are the 2 English classes, 100 165 or 110. A transfer, level math and oral communication

CAN-B9-FTLCL: probably will not be called that, or will be integrated into account. Gets so.

CAN-B9-FTLCL: yeah, so there will be a difference.

CAN-B9-FTLCL: Thank you.

CAN-B9-FTLCL: Go ahead, Kellen. Yep, thanks.

Karen Engel (she/her/hers): Recently, Max reminded me that we do have this standing report. That we try to publish every year. That looks that disaggregates right? So this is looking at those students who make it through the transfer level English class within one year.

Karen Engel (she/her/hers): And it's broken out here by Gpa and by race ethnicity.

Karen Engel (she/her/hers): I think that is the bottom of the slide, even though it looks like it's cut off. So so this is just an informational slide. You can see, I've said in multiple venues. You know, our our Hispanic students tend to be over represented in the lower Gpa bands. You can see that at the top.

Karen Engel (she/her/hers): and that, yeah, you know, only a third of those. In that band are getting through the English class one in one year.

Karen Engel (she/her/hers): Similarly, you know that next band. You see them succeeding at about 40%, and then in the higher bands. You know, the they're doing better.

Karen Engel (she/her/hers): Much better next slide. The next slide just shows this the same thing in math.

Karen Engel (she/her/hers): That this is the slam transfer. I think, Gloria, you were asking a little bit how students are doing in slam versus the others math classes. So I just put the data here for your information.

Karen Engel (she/her/hers): And again, you know, our Hispanic students are are are over represented in those lower Gp events, and

Karen Engel (she/her/hers): over represented in the groups not not doing so well in in those bands

Karen Engel (she/her/hers): next slide, please.

Karen Engel (she/her/hers): and then just a few more

Karen Engel (she/her/hers): slides to compare student groups. You know, the expected versus actually transferred showed up in the national Zoom clearing house. So here you see it for first generation students. Again, they're they're under represented.

Karen Engel (she/her/hers): Sorry? No, they're overup. No, they're under represented in the actual trans. That's the bottom bottom 2 bars right the orange we would have expected them to. They were in the cohort they wanted to transfer, and the red is those who actually did transfer

Karen Engel (she/her/hers): next slide

Karen Engel (she/her/hers): and then finally, for our low income students. Again, this is students who in our system have applied for financial aid and then we, you know, basically track them as

Karen Engel (she/her/hers): individuals and look for them in the national student clearing house data. And again, those that are low income. Who actually transferred is is much lower than we would have expected

Karen Engel (she/her/hers): next slide.

Karen Engel (she/her/hers): And this is by age. This one is interesting to me cause many students who are very young end up showing up in these transfer.

Karen Engel (she/her/hers): in the transfer data. Not quite sure how that happens. I guess it's some of our middle college students or students who have

Karen Engel (she/her/hers): earned a lot of early college credit.

Karen Engel (she/her/hers): but our age. You can see that the 23 to 28 year old age range is is is not showing up nearly as much as we would expect

Karen Engel (she/her/hers): This is my final slide, and this is I'll put this link in the chat. It is on our dashboard page. It was designed and created by by Gloria and Rance, and a number of other folks, Mary. Ho! Who? Who were part of that original team that tried to that developed the transfer plan. So it does. It's filterable by student group by term, and it should be mapping

Karen Engel (she/her/hers): how many students and what percentage of students are are getting through each of those milestones. So I'll put that in the chat and stop there, I think, is my last slide.

CAN-B9-FTLCL: Nice? Okay? So I would like to open to our audience. Zoom zoom me, and

CAN-B9-FTLCL: questions for all the slides. 24 slides that can share.

Yeah.

**Transfer Data Questions**

CAN-B9-FTLCL: I had a question about the last line where it says applied for graduation. I think it says 3.2%.

That's pretty low.

CAN-B9-FTLCL: Right? I mean, those are students who actually, if they they transferred. But they only 3.2 submitted

Karen Engel (she/her/hers): a petition for graduation. Yeah, use that. So this this one hasn't been updated, this that says Fall 2022. So I think we might have just been very early.

Karen Engel (she/her/hers): I took this screenshot

Karen Engel (she/her/hers): filtered on Fall 20220, no, even when I let's see here you go. Okay, so be, be be warned. This is just an image.

Karen Engel (she/her/hers): I have filtered this image filters not only in fall 2022, but on students who've only earned up to 45 units. So of course, probably not particularly

CAN-B9-FTLCL: got it. Okay? Okay? Cause I was just, you know, that's one of the things that we could probably look at right. It's just to make sure that when they are applying for transfer that, let's say, Hey, did you already apply for? Did you see accounts for also to make sure you qualify for a degree, because sometimes they really do feel like they just have that mind. They just wanna transfer transfer. And not knowing that they could have already qualified for a degree as well.

CAN-B9-FTLCL: Would that be helpful like you can share us that dashboard? I put it in the chat. The link is there in the chat, so no need.

Karen Engel (she/her/hers): But, you know, be pay attention to what filters you set before you. Yeah. Yeah. And it. It is a little old we need to update it.

Karen Engel (she/her/hers): It's not showing spring 23.

Karen Engel (she/her/hers): Do you want to share your screen? I can stop sharing. It's updated through Spring 23. I'm sorry. I

Karen Engel (she/her/hers): yeah, I'm not sharing. Yeah.

CAN-B9-FTLCL: you go ahead.

Karen Engel (she/her/hers): No, no, that's it. Any other thoughts or questions.

Gampi Shankar: I have a yeah, I have a question, if you don't mind. Karen. And this is very general question is really not about the data cause. I'm totally inundated by the number, the numbers on 15 Powerpoint screens there. I don't think I digested much much of it. I'd like to look at it later. But what what would help is, how do we even track

Gampi Shankar: people that

Gampi Shankar: are transferring? And that's the the question I have. But really, what I mean is people could be. Students could be transferring 6 months immediately afterwards, one year afterwards, 2 years afterwards, how do we know who is? Really, transferring into the Cs. Do we have such a good

Gampi Shankar: insight into? You know them transferring, because I remember seeing even not just the public universities and colleges, but also private colleges there.

Karen Engel (she/her/hers): So how do we do that? That's that's my question. No, it's it's a great question. And I know it was a lot of data. II do hope folks take the time to look and and ask me questions afterwards.

Karen Engel (she/her/hers): Transfer data is notoriously sticky. It's it's one reason, you know, I'm very excited about the cradle to career system that the State is building

Karen Engel (she/her/hers): cause. It will finally allow us to to map this as a system.

Karen Engel (she/her/hers): Right now, the best source of data is the national student Clearing House, and it's tricky and sticky because students can opt out at some point in their journey. They can be like, Yeah, don't share my data.

Karen Engel (she/her/hers): at which point they won't show up in the National Student Clearing House, and we won't know whether they transferred from from us to to anywhere else. So it's really not not a great. It's it's an imperfect thing. The Csu and Uc. Dashboards, I think, are ha much more credible.

Karen Engel (she/her/hers): They're a little bit lagged. Thanks to Dr. Ho, we have a data sharing agreement with Sf. State, and we're hoping to build one with the East Bay and San Jose as well.

Karen Engel (she/her/hers): In the meantime, like, I think I think that's where we can see real time, real data of our students, and and not only see if they transferred, but how long they stayed, and whether they completed their bachelor's degree.

Karen Engel (she/her/hers): But all of these things are imperfect. It's cumbersome, you know. Internally, we track students based on their education goal. which half the time they're in there our system with an uninformed education goal, you know. Plenty of people probably transfer, and all the time they've been with us they've had some goal of, you know.

Karen Engel (she/her/hers): I forget one of the stupider statements that it's in that dropdown, it's like, you know. Learn, learn more, or improve my

Karen Engel (she/her/hers): career options or something.

Karen Engel (she/her/hers): So I feel like, not all. Always do. We have students who are actually accurately telling us what their their goal is.

Karen Engel (she/her/hers): Thank you. Thank you for clarifying that

CAN-B9-FTLCL: moment from you all, Karen. What accounts for the drop in applications to the Csu? And you see, in 2,017, if I read the x-axis. Right?

CAN-B9-FTLCL: Hmm, good question. That's pre pandemic, right? So I'm just kinda curious cause it happens. And then it declines again, obviously for the pandemic. But I didn't understand it when I looked at it. Maybe someone else knows.

Karen Engel (she/her/hers): Yeah, yeah. I mean, I'd I'd look to Gloria or someone to have insights there.

Karen Engel (she/her/hers): was that when we started the adt's or something related to Adt.

Karen Engel (she/her/hers): Yeah, I think the previous. Further, this one, and then the pre previous one has a no, this. This is the data from from Csu. So they might have. But I

Karen Engel (she/her/hers): I don't know Gloria, any thoughts.

CAN-B9-FTLCL: So we're talking about the decline from Fall 17 to fall. 18.

CAN-B9-FTLCL: Yeah, it's fall 17. Yeah, it was really II remember we had a lot of transfer students. I don't know. The only thing I could think of is, maybe there were students in the pipeline, and we at one time, but I don't remember anything in particular that was happening at that time. I think you're probably right. It's it was sort of an one off kind of a thing that happens every once in a while here.

CAN-B9-FTLCL: Yeah, I mean, it is pretty dramatic. It was pretty dramatic how it went up. 17, right? You could look at the other side, too. But I remember in particular, that was really, we have a lot of applicants and a lot of and maybe that was all it was.

CAN-B9-FTLCL: I'll go back to Maria's question about the

CAN-B9-FTLCL: the transfer versus the degree and other classes that they're missing, so that they can't

CAN-B9-FTLCL: get the degree and still be able to transfer? Or is it just paperwork?

CAN-B9-FTLCL: sorry. Is that to me, just in general, umhm.

CAN-B9-FTLCL: I guess for those people who are in charge of degrees versus the transfer requirements. Yeah. 1 one thing I'll draw the group's attention to if you haven't looked at it. I think it's a really rich data set is, is the Rp group did a

Karen Engel (she/her/hers): a whole multi year research into transfer. I think it's called

Karen Engel (she/her/hers): It's a call again. I'll put a link to it in the chat.

Karen Engel (she/her/hers): But you'd be amazed at those students who actually defer taking the transfer level English and math. They don't take it until the very end. And so I mean, it's amazing. These are truly gateway courses for some people they just absolutely

Karen Engel (she/her/hers): have struggle. And I think so. I've seen that in the statewide analysis I haven't done similar analysis. That for Cañada

CAN-B9-FTLCL: you're asking why there aren't. Why we aren't issuing more degrees for transferring students. Is that what you're saying?

CAN-B9-FTLCL: Yeah, I don't. I don't know where the data is. I that would surprise me because with the associate degree for transfer, you know, that's so aligned although it is. Those are aligned with Csu transfer. Not necessarily, you see, transfer students often need different courses in the major for Uc. Than the major courses in the Csu.

CAN-B9-FTLCL: So that sometimes is a difference. And then for stem you know, there isn't an adt, for example, for engineering. Sometimes we could put those students in a math adt, you know, it would fit

CAN-B9-FTLCL: so. And then you have students that just don't do all the Ge. Because they're concentrating on their major preparation. So you know, in that case they don't need all the Ge's. Especially for Uc. They only need a 7 course pattern. So there's, you know, there's a lot of reasons there.

CAN-B9-FTLCL: I'm glad that you brought it stem a few years ago, way before the pandemic. Actually, that's what have I found that out? That students who

CAN-B9-FTLCL: I could cause that would work with the transfer? You know what we're doing, the grad list. You know how many students and so forth, and why would find that so I went to Commencement, and there was a student who walked in

CAN-B9-FTLCL: and actually, there were twin brothers, and they walked in, and they hadn't apply for a degree or anything. But they showed up for commencement, which I was excited, and I said, So what's your major? I'm surprised. And so they were in the stem program, and I. We let them walk like. Let me just take your information, and we'll connect after as far as petitioning, because that's what's important.

CAN-B9-FTLCL: And so donna to heck. If they were. One of them ended up, I mean, one of them could have been our validatorian because he had a 4 point O, the other one had a 3.9 9, and they literally had. They qualified for the

CAN-B9-FTLCL: engineering degree engineering certificate and natural science and mathematics. But they needed PE.

CAN-B9-FTLCL: And so when I looked, I started to kinda just check to see if that was a pattern, and it was a lot of students who were in the stem. They're geared for transfer. But it's like, if you're here for 2 years, anyway, and you're doing the work, you know, and we made it so easy now with the PE when we changed it, that it's as long as it's 2 units, so it could be

CAN-B9-FTLCL: half a unit, every semester. And so, luckily I was able to communicate with them, and just say, just take it this summer. Take it this summer, and you will have like both degrees, and they were excited, and they did. But it was one of those things that it didn't happen until they walked in Commencement that day, you know, and so they didn't get to be in the program.

CAN-B9-FTLCL: They didn't get to, you know, to

CAN-B9-FTLCL: be call, you know. They just they have their little card, and they then they called out their name. But I always thought about that that. Maybe if when we're working with students and yes, the goal is to transfer and everything. But if they're doing coursework, and if it really is just the PE, at least mention it to them and leave it up to them, they might not want it, but at least mention it because

CAN-B9-FTLCL: those are your degrees right there, and they could have earned it

CAN-B9-FTLCL: nice. Oh, hey! I think Ray's point.

CAN-B9-FTLCL: Go ahead.

Sandra Rodrigues: this is Sandra.

Sandra Rodrigues: Should I speak? Or someone else? Oh, Sandra, you go first and then Paul, okay, yeah. I just wanted to reaffirm what Maria just said I. You know, when I was doing stem, I did that for 7 years, and that was the hurdle of students, especially majoring in engineering. To earn their degree was the 2 PE courses. They had everything but the 2 PE,

Sandra Rodrigues: and many of them are like, oh, no forget it. I don't have time for PE, and so they would forego their degree, which was a a bummer, you know, because they deserve it. They should have participated and gotten their degree. But unfortunately, the the PE was the you know the thing that stopped them.

CAN-B9-FTLCL: Yeah.

CAN-B9-FTLCL: II think you know part of the reason I think we're all here is to kind of identify, you know, barriers to students right? And for me, if this isn't a meaningful barrier. II would say, maybe we shouldn't really even be worrying about it. I understand that we should, you know, make them aware of the course, but if

CAN-B9-FTLCL: they're choosing freely to move forward without taking it and not getting the degree. And they're still transferring, they're still transferring.

CAN-B9-FTLCL: I don't see this as a problem. I would rank up high. Given. We have limited amount of time and resources and apparently lots of issues. Right? And again, maybe I'm wrong. Maybe it wouldn't bear that out if you looked into it more deeply. But if you did, I know I went to Csm. And I did exactly the same thing. I had no intention of taking Pee, I would go home and work. I didn't want to go to work smelly, so that's what I did. I didn't want to take a shower here and run there. So it was like, you know.

CAN-B9-FTLCL: I did it. It's in a complete anecdote. But and still it's a measure of success just because you don't have it doesn't mean it. And what you're saying is maybe put the focus on the ones that are not. You know they really are not transferring. What can we do to get them if you want the degree great. But if your goal is a BA degree, then most students who are are getting a BA. Degree understand that the Aa is really not

CAN-B9-FTLCL: something that they need all that much. And so I would say to you, probably look into this further. But this is one of those things. I think you see a lot of these things where you initially think it's a barrier, and then, if you look at it, may not be as much of a barrier. And so I think we want to kind of find the ones that are the true barriers and the ones that aren't. You know we we dedicate less time to them. Lorraine and Lisa also put something in the comment.

CAN-B9-FTLCL: Lauren, go ahead.

Lorraine Barrales-Ramirez: you I think that that that that's fine. We could. We could do that. I maybe the degrees is a different conversation. But II do. Wanna just make the point of you know there is. That Is

Lorraine Barrales-Ramirez: that data dashboard? Right state wide of of colleges. All the community colleges that award degrees and certificates, and and

Lorraine Barrales-Ramirez: and I think people look at that. And so I think, that this may not be the task Force mission for us to talk about this here. But it is a conversation that needs to be had just in general, and maybe another space about really looking at our completion rates for certificate and degrees. because.

Lorraine Barrales-Ramirez: you know, if students are not doing it. We're not completing it just because PE that it, you know or or for whatever other reason.

Lorraine Barrales-Ramirez: maybe they they just didn't realize that they could get it. We need to have that conversation, too. But maybe that's a different

Lorraine Barrales-Ramirez: conversation than what we want to do here, as far as for transfer

CAN-B9-FTLCL: point. Thank you. Thank you, Lorraine and Lisa.

Dr. Lisa Palmer: Oh, it was just my II mean, I was just thinking about because Paul was saying, maybe it's not worth focusing on, because those students don't really need the A degree. Anyway, they're going to transfer, they achieve their goal. I totally agree. A flip way of looking at it, though, is

Dr. Lisa Palmer: are we creating a barrier by requiring PE, you know, if that's not if that's stopping students from getting the degree, and it's not essential to their degree that maybe it's a barrier. And I don't know. I'm just. It's just a question.

CAN-B9-FTLCL: Okay. So go ahead, Gloria. I just wanna make a comment for our associate degrees for transfer which we're awarding. I think I don't know what the stats are, but I would think it would be a lot more than the local degree, for sure. Maybe.

CAN-B9-FTLCL: there's no PE requirement. We can't, because it it's modeled after either the Csu or or the Csu or Uc's general Ed pattern. So the students that have to take PE or the students earning our our local engineering, we don't have an associate degree for transfer. There is not one in the State because it's such a high unit, major. So that's

CAN-B9-FTLCL: I think some of us were talking about engineering. And then it would be sort of like our our other more popular local degrees, like interior design, meta, digital art. Those kinds of degree students do have to have the 2 units and students in those programs do want the degree. I think it's a lot of the transfer students and

CAN-B9-FTLCL: particularly transfer students to a Uc. Because it doesn't always benefit them to follow the Adt pattern, because the Ucs are a little bit different. So and students, you know, they're transferring to Uc. They they may say, I don't really need to have an associates. I know I'm gonna have a bachelor. Thank you, Mary. I and for myself, I'm concerned

CAN-B9-FTLCL: in terms of the melt from from applied, omitted to enrolled. And then we see that with our San Francisco State partners, and

CAN-B9-FTLCL: and this is a a little bit of anecdotal evidence a little bit of just you know, what we're seeing is that once students are they accept and accept their missions to San Francisco State. They actually feel like the roadblock is at San Francisco State right? Financial aid getting

CAN-B9-FTLCL: the support that they need to actually enroll

CAN-B9-FTLCL: for fall semester, spring semester. So there's a lot that is happening between once they're omitted to when they enroll. And we're not actually like following up with students. Right? They're done. They're gone. Here you go. So what does that look like for them during that summer before they actually enroll for their classes.

CAN-B9-FTLCL: And I know that's in the data that Karen mentioned as well like that we have in the data sharing agreement San Francisco state. So I we don't have like a follow-up plan unnecessarily. And also we, we have their their Smccd email, right? So they're not necessarily checking it.

San Francisco State did do like a

CAN-B9-FTLCL: a welcome for all a admitted students at 1 point from the so program, and they lost, like the students, it it it. The attendance was very low, but it was also due to the pandemic. But it's just sort of like, what is that trans transition period for them that we're not necessarily thinking about?

CAN-B9-FTLCL: Yeah, actually, Mary, you bring up a very good point and actually wrote that on here. Because that's actually something that is real. And it happens everywhere. I was listening to a show one day, and that's exactly what they said it was a young couple, and they were went to the community college and got accepted to 2 different universities right?

CAN-B9-FTLCL: And the difference between one succeeding and the other not was one of them had the mentorship for the first year. Right to let the student know. Hey, you know, here's where you go for financial aid. And here's where you go to get assistance with books, and you might qualify for this and get a job when you're on campus versus the other one that was not informed

CAN-B9-FTLCL: felt so bad that he couldn't afford books, and he just didn't go to class anymore because he couldn't keep up and ended up failing. And so that's exactly what I wrote that it was something that I think it's important to look into in the future is the mentorship from here, like.

CAN-B9-FTLCL: you know.

CAN-B9-FTLCL: like having alumni or something from that school connect just following them for the first year. And just really seeing, okay, this is what you. These are the resources for you on this campus, right? So that they don't feel lost because we get we take such good care of on a kiana all the way, and then we're like, Hey, fly! You're done! Go congratulations! And we're great with our numbers. But then they're gone, and that's right, and that's it.

CAN-B9-FTLCL: And so I think it's just important to just still help them that extra year first year once, are there

CAN-B9-FTLCL: one last question, Mary no comment. Just like. So with the So program day, we did have peer mentors at San Francisco State and they don't work in the summer so that there isn't that that so that

CAN-B9-FTLCL: transition period of support, it's important. They do have peer mentors for the entire year. So we'll see how that goes, and how that that shows up. But just some things to kind of think through. But you know everything you said.

CAN-B9-FTLCL: They're gone. They're done, and here. Here they are right, and then we just lose them in terms of involvement when they're actually rolling classes.

CAN-B9-FTLCL: So Paul, last question and I'm going to have a short break, and we will come back. Paul Karen.

CAN-B9-FTLCL: The difference between the enrolled and the admitted. Can you have a student that you can have a student right? That applies to a Uc and Csu, whichever one they pick.

CAN-B9-FTLCL: the other one's not being picked. Does that impact this report in a negative way. Yes, exactly. Yeah.

Karen Engel (she/her/hers): So that's positive. But it's look like it's gonna look like a negative

Karen Engel (she/her/hers): pick one if they get into 2 schools and they don't go to one. Then the difference is going to be larger. But that's not a bad problem. I think this is why it's really an area of future inquiry. Students apply to multiple schools. So what does this mean?

Karen Engel (she/her/hers): Yeah.

CAN-B9-FTLCL: II think we often infer negatives when we don't know one way or the other. I certainly don't right, and I'm sure some of it is negative. The other thing would be, and all due respect to what you just, said Maria. I think one of the questions is, what's our scope of responsibility? Is it all the way to enroll, or is it admitted?

CAN-B9-FTLCL: I don't know the answer, but it has budget implications. It has responsibility, implications that has employment implications. II get. I don't know what the answer is. But I know that if you don't answer it, you're gonna have different people pursuing different scopes of authority. And that's a problem, right?

CAN-B9-FTLCL: Okay, wonderful. So let's take a 5 min, bio! Break and then for those of you haven't. Grab your lunch, please, and then we will come back at 12, and we will start our presentation.

CAN-B9-FTLCL: That sounds good. thank you.

CAN-B9-FTLCL: Are we ready to come back?

Zoom is ready.

**Guided Pathway Transfer Effort**

CAN-B9-FTLCL: Oh, there, okay, let's start our presentation, and then feel free to if you don't have. If you don't have your laptop with you, if you have any questions just right on on the piece of paper and give it to me. And then, if you have access to this Powerpoint, you can see this is then our first presentation is, guide the pathway, and then the following slide, you will see the audience questions and comments.

CAN-B9-FTLCL: so feel free to put it in there. This is a shared document, and then, if you don't like to be in public, you can put into that chat is also public. So either way you can do it, and then we will collect all the information. So I'm going to hand it over to Ron. Please, Ron, go ahead. Thank you.

CAN-B9-FTLCL: Start with my apologies for using the word guided and pathways together. Iii try to think of it more in terms of like campus, wide support for retention and completion. And that's why we have retention specialists working as a team. And

CAN-B9-FTLCL: I time frame it that way.

CAN-B9-FTLCL: So just thinking about how how that piece, how that retention work ties into transfer, and and the way we sort of been envisioning it is that our our retention teams are, are there to convey information like if my retention team are not call to transfer, but they can connect them, they are not

And so for them. It's about building that relationship so that students will listen

CAN-B9-FTLCL: with when they have something to say, and and then and then hooking them up with what they need to be successful can't transfer. If you're not passing classes you can't transfer. If you're not sticking with us and and kind of like reaching your whatever your goal is. So I feel like our connection is, you know, for the sort of the central practices is keeping like have letting students have a clear path, keeping them on that path until they get to that end goal. And

CAN-B9-FTLCL: in this case our contacts is is transfer and to that end we like to do things like encourage them. One of the things I try and reinforce is encourage students to engage and participate with what's happening on campus

CAN-B9-FTLCL: be part of honors. Be part of ptk like, so that when you're trying to transfer, you have something to write about. you know. We will read, for, you see, transfer out. We'll read their personal insight questions and offer no feedback, and so does the writing center. You know, co-hosting

CAN-B9-FTLCL: transfer application workshops with Gonzalo, whatever we can do to partner up and and sort of get our students to engage with what we're trying to do the retention team is there to participate in that

and so our our need. I think our the need for the retention specialist is that this is all based on. And and I've I've heard it in this one. And then the 2 h before this. This is all based on relationships.

CAN-B9-FTLCL: If we have a relationship with the student, they will pay attention to what we're telling them, whether we are their counselor, their advisor peer mentors. Whatever it is, they're gonna listen to whoever it is they have a relationship with. And so for us, it's how do we better integrate the retention team earlier. And the students sort of path and journey.

CAN-B9-FTLCL: so that we can build those relationships within the students areas of interest, so that when it comes time to talking them to them about these things, or

CAN-B9-FTLCL: messaging like, Hey.

CAN-B9-FTLCL: I see you've got 45 units completed. Have you connected with the transfer center. Are you working on a transfer application? Or you know, or if not, why not?

CAN-B9-FTLCL: So we we do leverage that relationship. We do get great. We get great data from Pre. So we know, how many units the students in their interest areas have completed. And they can do sort of specific messaging which they're doing now around, hey? If you've got no, if you've got 4 more than 45 units, they should be getting a message about

CAN-B9-FTLCL: vindicated transfer is a goal. For where you added, doing that

CAN-B9-FTLCL: and reinforcing the need to connect the other resources that are there. That's that's what we've been emphasizing. That's the approach we've been taking. And and the milest. The messaging around Re, you know, milestones is is a little bit of a new approach for the retention team. And so we'll see what kind of results we get with that. But

CAN-B9-FTLCL: that's my quick 5 min. So this is how this is sort of what we're doing and and how we're doing it. And if if and I'm at this point, I would love to hear like

CAN-B9-FTLCL: thoughts, ideas, other ways that that you might be able to give insight to how that retention team can work collaboratively with all the other, all the other folks and programs and services on campus questions or comments from the group. 5 min for that.

CAN-B9-FTLCL: please, Rebecca, go ahead.

Rebekah Sidman-Taveau: Oh, yeah, thank you. So I've just so appreciate the retention support work. It's just been tremendous in the, you know, number of years I've been a professor that we've had it. Bravo! Bravo!

Rebekah Sidman-Taveau: What are the plans for better supporting English. 105 students with retention work

CAN-B9-FTLCL: fair question.

CAN-B9-FTLCL: II can say this with a fair degree of confidence, every student taking English 105. Has someone attached to them? If they are in promise, they have a retention person, if they are in a mosa, if they are a student athlete, like, like every student has, is attached to somebody that's super intentional in the way that we've modeled retention work here, and then, if you're not in promise, or eops, or trio.

CAN-B9-FTLCL: or any of the other sort of specially supported programs. Then then you fall into the retentive team that's focused on interest area, which is really by major and so you know, every student in that English 105 class

has someone who is supposed to be looking out for them.

Rebekah Sidman-Taveau: Thank you. I've been in conversation with Max, I think, for a couple of semesters now, and my students found that really confusing and the, for example, the Esl model, where we had one retention specialist, the students built a relationship. It was really clear the minute you mentioned that respect retention. Specialists name

Rebekah Sidman-Taveau: the majority of students know who it is, and so I see a stark difference with English, 105. I think a lot of students. They get confused about who they need to go to. They don't necessarily know their major, or they've just kind of chosen something, and then it switches like I tried as a professor to make that information available to students. But then it changed during the semester. So it's a. It's a bit confusing up from what I've heard from and seen from my students in English. 105,

CAN-B9-FTLCL: yeah. And and and there are some, some very, I think, subtle but important differences. There. Esl is a pathway

goal of completing that Esl sequence. If they then switch to a a a degree or a major something on those lines. Yeah, it's confusing like. Oh, I was, you know I was chemistry, but it didn't really resonate. So now I think I'm history

CAN-B9-FTLCL: all right. Are we doing good job of communicating to the student your support support person may have changed and and it is now no longer. Gonzalo is now Ron, and I am.

CAN-B9-FTLCL: I'm sure we need to do a better job of communicating who your person is. And that's why our sort of our our one of our areas of emphasis is getting in front of students earlier, so that they know who their person is. You know, once a Dsl student starts know they enroll in Esl class. Diane is

CAN-B9-FTLCL: And so

CAN-B9-FTLCL: we need to do maybe a better job of communicating to the student.

CAN-B9-FTLCL: Hey, Ron, is your person. If you've got a question or thought, or an idea, or need direction. Go to him, and if it's not Ron, he will give you a nice warm hand off to whoever that should be.

Rebekah Sidman-Taveau: Thank you.

CAN-B9-FTLCL: Oh, Paul.

CAN-B9-FTLCL: can we go back to that? The the student that's not part of any specific program, and then just gets sent right. So I find a student. He's not doing well. She's not doing well, and I send the I flag them and they go right.

CAN-B9-FTLCL: Those are the best students at hiding from me. Right? That's my comment. That was my question. It's like, how do you ensure they're gonna respond in the way you. What you want for them is to come into your office right? So that they were to the Retention specialist office like I want them to come into my office right? I know how hard that is, and it can't be any easier for the retention specialists, right? So in terms of timeliness, right. This is only gonna work. If it's a timely

CAN-B9-FTLCL: they get in there quick. What's the care to the stick, or is there? Or is that really a problem. So to to sunshine the process a little bit, maybe. And

CAN-B9-FTLCL: apologies for using the words early alert. If you alert a student. It goes into a portal, and there is an early alert team, and we all know who our students are. And so if if I show up there, and I'm consolid student. Consolo sees it know that same or the next day, and says, Nope, Ron's mine got it, and immediately starts that process of reaching out

CAN-B9-FTLCL: our methods are.

CAN-B9-FTLCL: I don't think our nest methods are necessarily any better than what a faculty member might have. Right you like you. You already have in a relationship with them. They're in the classroom, what? Where? We might have slight advantages. Time they can commit time to calling, texting, emailing. And this is an in person. If it's a face to face class.

CAN-B9-FTLCL: Go to my retention. Specialist will go to class like Hey, Paul, you alerted Braun. Is he in here today, because I'm gonna grab him right now.

CAN-B9-FTLCL: So what they have is the ability to to make repeated attempts and and and try and and reach the student.

CAN-B9-FTLCL: but you know, yeah, they're they're good at ghosting us, no doubt. Right? They don't always connect. But it, you know

CAN-B9-FTLCL: it. At least they will at least make a a good, solid, best effort to reach the student. It's the student, it's the other way around. It's it's the from the student coming to you, I think, is where it's harvest. It is. Yeah, but we're no, we're. And again, I think it becomes relationship based right like if I know if I went in at super Saturday and I'm in.

CAN-B9-FTLCL: you know I met my retention specialist. And and he said, like, Hey, I'm your guy, and if you see something for me, you know.

CAN-B9-FTLCL: it's because II know I need to connect with you. I'm I'm far more likely to respond than if I have never met that person. And so that's where we are working on, you know my retention. Specialists now go to super Saturday events, and they are there and getting them at. If when we do other things in the spring around pep and bring in high school students stuff like we're in the process of making that connection as early as possible. I think you bring up a good point. I think

CAN-B9-FTLCL: maybe it, too, is, it's what you're used to right when someone's reaching out to you. I think it just might be from past experience that it's gonna be a negative thing. Worry really is.

CAN-B9-FTLCL: No, we yes, you know this, your your professor did give us an early alert, but that's because they care. And so they wanna make sure that we assist you? And how do we make things better for you? What's going on? How can we help you? You know what's going on in your life right? But I think it's that, and it's it can't be good if I'm being called, and it's almost like the principal's office.

CAN-B9-FTLCL: So I think maybe one thing is to really explain to students, especially during the orientation. I believe that they do mention early, alert.

CAN-B9-FTLCL: and if not, maybe really explain to it that if you get something for early alert, it's not a negative, right? It's because they really wanna help you some. They've been alerted about something. But please follow through. Go reach out to them because it's you're truly gonna benefit from it, right? I think, especially if it's a younger generation, especially after just graduating from high school. When you get called into the it was never a good thing. It's like what's going on

CAN-B9-FTLCL: right. And so I think they kind of carry that word in here. It's like, no, no, it really is a great thing. We're trying to lower that like right now. I'm sorry, Max

CAN-B9-FTLCL: John, our attention specialist, is calling every student in his interest area just to say, Hi and check in. See how you're doing

CAN-B9-FTLCL: no other agenda. So we are. We are working on establishing this sort of the okay. So I want to watch our time. We still have 4 or 5 presentations. So

CAN-B9-FTLCL: never seen before show up. So if we know it's free food, we know something very light hearted that we're not calling about academics at all. We're inviting them, and honestly, with promise, we're lucky we have the incentive.

CAN-B9-FTLCL: So we say, Hey, we want to talk about your $50 gift card just like being creative of like coming to class because we're gonna have people today. But

CAN-B9-FTLCL: and we will. We will hear from promise to do a presentation. And, Max.

Max Hartman (he/him/his): I'll I'll do my best get paid by the word. But II wanna reiterate a lot of the points an underscore. Thank you so much Paul. For for sharing. We don't. Our attention team are, are. They? Don't have any magic powers that that that

Max Hartman (he/him/his): faculty don't. So they're they're using all the tools that are the same tools that you are using when you're reaching out to your students. And then every single point that Ron made. I wanna hyper underscore that we are trying as as part of our early alert team, that hopefully, we're trying to leverage previous relationships. So that's a big conversation of this is a person that's part of your case load. Does anybody know this student and was like, Oh, yeah, I met them at this event. They know me.

Max Hartman (he/him/his): I I'm happy to take this on on my case, load and reach out to the student. And then the last thing I wanted to share is that the students don't see that they have an early, alert

Max Hartman (he/him/his): and so when we reach out, we're we're we're our teams are very, very careful that they're not reaching out to say, Oh, you're in trouble, or any of that. It's hopefully somebody that they know, and had a positive experience with previously. That's reaching out to them and then they're leveraging that previous relationship to help understand their experience in the class now, and how to get them connected with the resources, and they can be successful.

**AB1705**

CAN-B9-FTLCL: Thank you, Max, so the next presentation is Ab. 1705. For those of you probably feel like I have more questions or comments please do put into the Powerpoint. There's space for you. I'm going to make sure we stick with the time, because I want to respect those people who are good to present so 5 min presentation, 5 min comments, if not enough. Put it in the chat.

CAN-B9-FTLCL: hey? Ab? 1705 Anika. Well, Lisa, I don't know. Lisa and Ray go ahead, Lisa. Okay, I'll go, and I I'll keep this really short, because basically, the key bullets are there on the screen, and I don't know you can all read it. You know, you know, students need to succeed in math and English. To trans. To transfer post Ab. 1705, as low as 44% of our students, or succeed in in English

105. And that's just not okay, not acceptable at all. It's not acceptable for students. It's not acceptable for faculty or counselors or any of us.

Dr. Lisa Palmer: So we are working starting in spring semester. Really, consciously about figuring out strategies for trying to change that situation. We have funding from the Ab. 1705 support grant as well as from the faculty learning program. And we're trying various methods to

Dr. Lisa Palmer: strategize, to do research to find out what we can do to try to change this situation and we will be. We are collaborating with counselors, with support services, and also looking at what we can do within our classes to try to change this. So that's it.

CAN-B9-FTLCL: Just ready to receive questions.

CAN-B9-FTLCL: Comments.

CAN-B9-FTLCL: Wow! I really scare you off if you want. I could comment, Rebecca. Go ahead.

Rebekah Sidman-Taveau: Oh, I just wanna mentioned that as a faculty member. And this something I've done research on one of the most effective things I can do is just be available to students after class when they're thinking about my class, and if no one is stacked in my classroom. I absolutely do that. And students come to talk to me and I get them to the right support services. We already have a relationship. So nobody has to do phone tag. It's extremely effective. And

Rebekah Sidman-Taveau: but it's not always happening. So, for example, when I taught 105 last semester. My classes were stacked. My students, my first generation students, my shy students, were intimidated from asking questions or coming to my offices. Just doesn't work as well.

Rebekah Sidman-Taveau: So I think we should think about give the faculty time to talk with their students before and after their classes, and that would make a big big difference.

**Middle College Transfer Effort**

CAN-B9-FTLCL: Thank you. Hey? I'm going to move on to the stephen Bravin is our Middle college

CAN-B9-FTLCL: executive director. So he's here to. Does anyone know, Steven.

CAN-B9-FTLCL: do you want to introduce yourself? So Steven has to leave. So we, I'm going to move his part middle college and mou so he can do those 2 together. Go ahead, Steven. Alright. Thank you. Everyone. First, I wanna talk about middle college for those that don't know. Middle College is a program that we have.

CAN-B9-FTLCL: We have campus is a collaboration with Sequoia Union High School district, and it's focused on eleventh and twelfth graders. Students can take college units while they complete their high school diploma. And on the average, our students graduate between 40 and 50 college credits. So they graduate high school between 40 and 50 college credits. Last year we ended up with 83 students

on this data you'll see a different number for last year. But that was the total number of students that were in the program throughout the year. But we ended last year 83 students. We currently have 96 students, and our plan is to try and add 10 students at the semester

CAN-B9-FTLCL: as far as Middle college. So when I look at the questions that we talk about for middle college, what we actually do, we increase the number of students high school students, and exposing not just Cañada, but some Mateo community college college district

CAN-B9-FTLCL: sort of the the ideas them coming, getting in these programs, these early college programs. They will get started on their college track sometimes. That means transferring.

CAN-B9-FTLCL: sometimes that means directly going to a four-year one of the things.

CAN-B9-FTLCL: This is just from my personal interaction with students. What what if we learned not to make transfer a bad word? Because when students at the end of the year we have them stand up and talk about where they're going. You'll

CAN-B9-FTLCL: see the students that say I'm a train. They put their head down. I'm a transfer student. So it kind of makes me look at what like. You know what students are in the program? Who are we serving? And and just re, just being particular about who the students are. Not that we want. We don't want them to go to 4 year, but transfer is not a bad thing, I mean, especially if you're not getting into the specifics school you want to. You see, you can go to transfer route and use it to your best

CAN-B9-FTLCL: benefit. So having those conversations and being open to students, that transfer is a good thing is a good thing.

CAN-B9-FTLCL: What do we do? Just

CAN-B9-FTLCL: I think that's it. Questions as far as Middle College, Middle College.

CAN-B9-FTLCL: Just a request. Please send me more middle cost students.

Max Hartman (he/him/his): Again. Questions that Dean of counseling should know. But our our middle college students who go

Max Hartman (he/him/his): straight from middle college to a university? Do we capture those in our transfer data? Do they show up as students transferring from

Max Hartman (he/him/his): Cañada. Oh.

Karen Engel (she/her/hers): alright! And Steven's defense. He asked us for this data

Karen Engel (she/her/hers): earlier this week.

Karen Engel (she/her/hers): Does that

Max Hartman (he/him/his): do those students show up as transferring students from Cañada College in our data? Or is it separate because they're going from middle?

Karen Engel (she/her/hers): If they're going straight from their high school cause, Steven, they're still technically Rip enrolled at their comprehensive high school. Right?

Karen Engel (she/her/hers): Yeah. I believe they'll be reported from their high school, not from us.

CAN-B9-FTLCL: That's interesting. It is interesting.

CAN-B9-FTLCL: Yeah, those. So then we under report some level of success. Right?

Karen Engel (she/her/hers): Easy. You know, I think I think we have to enlist our our Sequoia partners to pull the national soon. Right? We can only pull national student clearing house data for our students, so they'd have to do it. And then we'd have to analyze it.

CAN-B9-FTLCL: considering that it's port. You know, that number was starting the 40 to 50 credits average for middle college students. That shows that we do a lot before they actually get into college directly, whether through us or not, seems to make sense to track it. We have the moo data sharing Moo with Sequoia mechanically doable. II will remind you that

Karen Engel (she/her/hers): you know Middle College has had, in order of 100 students a year, half have slightly half less than half of those are seniors. So you know, you're talking about 50 students of that group. About 25 will percent will come to us

Karen Engel (she/her/hers): straight away. And then so the 75% is what we're talking about, you know. So we're talking about 30 and change students each year.

CAN-B9-FTLCL: Oh, I have a question. There's a new Uc transfer admission guarantee program for students coming right out of high school. So that you know they can get a guarantee

CAN-B9-FTLCL: right at the beginning of their time with us, with a campus and with a major. Do do your students know about that? Or has the high schools talked to your program about that. Our advisors talk to our middle college students about that. Okay?

CAN-B9-FTLCL: Okay? Cause I would think that that would be also that could be an incentive in the future to pursue that, to get that commitment really early on, you know, if they fulfill the requirements of the guarantee, you know. Gpa and Major, that's another. What's there for students? Right? Any more question for Steve.

CAN-B9-FTLCL: even this middle college? Part.

CAN-B9-FTLCL: Oh, I feel so bad. I kind of cut the energy. Okay, so Steven, let's go to the

**CAN-B9-FTLCL: the mou**

CAN-B9-FTLCL: here. So they didn't promise mou. So for everyone. I think everyone should know this. The living, the promise Mou is a collaboration between Cañada, Sequoia Union High School District, Ravenswood City Schools, San Francisco, State

CAN-B9-FTLCL: and Cal. State, East Bay. We're in year 2 of the Mo. Year one we have listed up here is we hired Key staff. There was an Equity Academy. That was done with Cañadas

CAN-B9-FTLCL: folks as well. Union High School district folks focused on communication with our high school students, which I think is an area that we will continue to work on. There is good, clever, I mean communication now, but just getting better at like what students want with do what classes are they interested in? And one thing you realize when you talk to high school students and I'm I'm a throw. I'm gonna say, 18 to 2021.

CAN-B9-FTLCL: They don't have it figured out like they don't. They're here. And I I'm listening to the conversations. They're here, but they don't even know why they're here. Someone, you know. This is kind of the next step, but they're not really clear on a path. So I think some some

CAN-B9-FTLCL: 18 to 20 year olds. I'm sexy, probably hired in that as far as the age, but they're still trying to figure out. So it that's why I think pathways are are are truly important. Some would argue, it might be too soon to pick what you wanna do. But if they could at least have a plan in place and and really focus on that plan. Then they're picking courses for a reason not just cause. Someone told them that the next step was community college increased early college access. That's focused on dual enrollment and middle college

CAN-B9-FTLCL: and establishing conversations and access with Ravenswood city schools. And when I talk about how it helps transfer first middle college. When we talk about early college access our numbers for Middle college. The plan is to double within the next 3 to 4 years and dual enrollment. Our numbers are going up, and the projection is those numbers would can increase going up. So the idea is getting early exposure to students in college gives them a head start on getting close to the transfer route.

CAN-B9-FTLCL: next piece is increasing. A number of students who matriculate. Like, I said, those numbers are going up. We're focused on getting getting better at that. I think one of the things that I've no, I've learned. And second year of this grant that some things are working, but we just gotta get better and kind of better timing as far as when we're having those conversations already done enough time even with us, in a certain meetings we're talking about planning

CAN-B9-FTLCL: courses for the next semester like, do we know specifically what courses are are needed? Because we're having conversations with the students early on know what courses they're gonna take? So it's a really around better being communicators.

CAN-B9-FTLCL: this is one thing that I I'm dealing with. One of the areas that we're focused on is East Palo Alto, Bellhaven and North Fair Oaks and we were at Ravenswood City. ravens with middle school yesterday, so I'm talking to the students, and you know, what high school are you going to? What do you know about Cañada College?

CAN-B9-FTLCL: I can't count. The number of times. Is that like Csm, or is that like foothill? So it's it's kind of getting we. We want Cañada to feed a first name that think of. So it's really kind of being proactive and getting that out, that that Cañada is a place for students, families, and cause it's not always the first name that comes out, and the other piece that we're focused on this year is adult schools.

CAN-B9-FTLCL: There's been some great work at the adult schools. But again, one of those things we could get better at is having specific programs targeted for adults.

CAN-B9-FTLCL: So before we open to question Myra, do, please, do you have? Could you please add more. I, Myra, is also the lead of our dual enrollment, and she has, a great team to help our faculty on the dual enrollment. Please, Myra, yeah. Hi, thank you, Stephen, for sharing about

Mayra Arellano (she/her/ella): really, the work that we're doing with Sequoi unified school district and other districts like ravens would. I think it. We need to start early, right? We always hear the start early. But how early is that? And I think with the work that we're doing with dual enrollment and the conversation that we just had this morning about our students not doing well in English and math. The reason why we wanna be there early in the high school environment.

Mayra Arellano (she/her/ella): It's for students to understand what is needed of them, what it? What does it take

Mayra Arellano (she/her/ella): to successfully complete a college course. I come in, II put a comment in the last meeting. A lot of our high school students are not used to doing homework and assignments outside of the classroom. So how do we change the perspective? How do we go into the high school in the classrooms and saying, Hey, if you're planning to go to college, these are some of the requirements. And so by taking dual enrollment courses by taking college classes early on.

Mayra Arellano (she/her/ella): we can give them those early interventions. Right? We have our retention specialist

Mayra Arellano (she/her/ella): we are talking about, you know, office hours we're talking about, you know, assignments outside of the classroom. So I think it's really important for for us to be really early on and and and getting our faculty, who are teaching these courses at the high school that resources that they need. So they can also be successful in the classroom and help our students who eventually are gonna come to Cañada.

Mayra Arellano (she/her/ella): That is the hope with dur moment in Middle college. So I don't know if there's any questions, but the work is continuing to happen. And we have a lot of areas of growth. And I think dual enrollment again, is to help students, one graduate high school.

Mayra Arellano (she/her/ella): but also create the the streamline process of getting them to college. So I'm really excited with the work that we're doing.

CAN-B9-FTLCL: Do you want to share your dual enrollment team, including our faculty coordinator.

Mayra Arellano (she/her/ella): Yes. So currently, we have a program services coordinator Samantha, who is her main focus, is do the onboarding. And so we know how hard it is to onboard our students. It is even harder when it when we're talking about high school students. So Samantha is our coordinator who really focuses on the onboarding part. And then we have, like. I mentioned our retention specialist Marivan, who is amazing.

Mayra Arellano (she/her/ella): who is really connecting with our students and our faculty. To make sure our students are successfully completing the college courses. And we have about an 83% success

Mayra Arellano (she/her/ella): of students who are in our dural woman are completing their classes. So that's 83%. So we're really happy with that with that percentage. And lastly, we also have Darry and Chan, who is our faculty coordinator, who is really helping us

Mayra Arellano (she/her/ella): connect with our faculty and provide resources to our faculty, who are teaching dual enrollment at the High School with resources such as creating an instructional handbook creating a canvas shell, having conversations with our high school personnel and our faculty to again make sure that everyone is

Mayra Arellano (she/her/ella): being met. And that our students are being successful in our classes. So I have a a, a, a beautiful team, and of course I didn't add you, Tolin or Monday, and I know II see them in the call, but it it really takes a village, and Stephen and his team now have been supporting us with onboarding to, and Steven helping me with again expand and doing more

Mayra Arellano (she/her/ella): a through G do enrollment so like looking at history, looking at other courses that we can implement at the high school. So again expose our students really early on about what college can look like and envision these students to be like, you could be a college student just because you're not in an Ap class, or because you're not in advance courses, we are targeting you. We wanna like get you in these classes. So you can come to Cañada, so

Mayra Arellano (she/her/ella): I know I'm talking too much. But, Charlene, is there anything else you'll need to hear about the enrollment? It's beautiful, so I'm going to open to questions. Please.

CAN-B9-FTLCL: Max, have a comment. Yes, Paul, if you're if we're gonna double, which I think it's wonderful. Personally, we

CAN-B9-FTLCL: we need to start looking at space sooner rather than later. That space down there is small and it is confining and it is also a lot of things. But it's not integrated into the campus. The campus is up here and over there, and they are as far away from everybody as they could possibly be, so I don't want. I don't. I don't think, by the way, till year 4 to suddenly go. Oh, I think we need to find space. That that would be my comment. I did not pay you to say that correctly.

CAN-B9-FTLCL: Then they're not feeling it so. They really do need to be part of Kenya

CAN-B9-FTLCL: Slam. and anyone in the zoom I cannot see

CAN-B9-FTLCL: in the room.

**Promise Program Transfer Effort**

**CAN-B9-FTLCL: I guess that's it. Wonderful. Thank you. Thank you, Steven. I appreciate that. Thank you. Everyone. Thank you. Thank you. So I'm going to go back to I think, Myra, you are next**

Mayra Arellano (she/her/ella): promise request. So I'm shifting my hats now, and I'm going to be talking about our promis scholars program. I also in the room. II see some of my team, so I will be presenting. But team, please chime in. I have a della. Who is our program services? Coordinator next slide, please.

Mayra Arellano (she/her/ella): So this is the team we are expanding. We're so excited we are. And I'll talk about the expansion. But, like I mentioned, idealize our programs versus coordinator for promise. I also see me. He's in the room who is a retention specialist, and I believe, for our counseling team. I believe Cassie might be here, and I do see Jessica Boyle

Mayra Arellano (she/her/ella): in the room, and next slide

Mayra Arellano (she/her/ella): the the evolution of promise. I won't share too much about what promises. I hope. Understand what is promised. We started the program in fall 2018 with

Mayra Arellano (she/her/ella): with the intention of we are a completion program. We following the Cuny Asap model of completion and case load management, Cañada was able to adapt promise. We started with 327 students in our full time program. Now fast forward a few years later, in fall 2023. So this fall we were able to hit our goal of 600 students. So right now, we have 600 students

Mayra Arellano (she/her/ella): with the combination of our part-time program. So we also were able to pilot a part-time program

Mayra Arellano (she/her/ella): last fall to again support our part time students. And now we have again, we have our full time program. So we are really excited for the expansion we are aiming to be at the 700 by next spring. So in a couple of months we're gonna hit 700. And what that means is that we are able to recruit and retain our students and promise. And so I will share next about

Mayra Arellano (she/her/ella): what is Tom is doing? What is our success? Look like for us as a completion program.

Mayra Arellano (she/her/ella): we have some data, and I think it's and I can't. I won't go through all the data hopefully, the presentation will be available to you all. But

Mayra Arellano (she/her/ella): looking at who is our promised students? And so we here identify our part time students and and full time students. There's 2 columns. The majority of our students identify as hispanics. So we have about a 60 to 65

Mayra Arellano (she/her/ella): of our students identify as Hispanic, although we have a you know, we wanna showcase our black and non Hispanic students. We have a 12 in our part-time students identify as black

Mayra Arellano (she/her/ella): and we also, you know, we have other, a, a other students here who like again, we, we utilize this data to inform how we serve our students next slide

Mayra Arellano (she/her/ella): demographics. Continuing looking at age. We are part time students. We know that they're a little bit older. So there, maybe, you know, they took a break. And now they have families and they're coming back. So the average age of our part time. Students are about 38 years old.

Mayra Arellano (she/her/ella): Our full time. We're looking at that, you know, 18 to 20, right? So we're capturing a lot of our students who graduate high school and are coming to Daniela first time. College students.

Mayra Arellano (she/her/ella): Well, for our part, time and full time the majority of our students identify as female?

Mayra Arellano (she/her/ella): One of the areas of growth that we wanna continue working on with our our promise program is, how do we get more of our mail students to be part of our promise program. And again, we have an emphasis on when we do recruitment for promise, we emphasize our students who are low income first generation. So you see the percentage there. In our full time program, 72% of our

Mayra Arellano (she/her/ella): our students identify as first generation and 80 of our part time students identify as first generation. So a lot of the work that our program is doing, that our counselors are doing is really connecting with students who this is their first time being college. What does that look like? What does counseling look like and making sure that they understand that. You know our goal is for them to complete on time.

Mayra Arellano (she/her/ella): We have a big collaboration with with our college. We're working adults for our part-time program. So about 58% of our students identify as as Cwa students in our part time program, and then we also looked at average units that, they're entering

Mayra Arellano (she/her/ella): in our program. So in our part time promise program about an average is about 38 units. So we understand that students again, we want students who already have units come into our program, and and the hope is that they can complete a degree or certificate within 3 years similar to our full time program. Students who are in our full time program are coming in with an average of 16 units.

Mayra Arellano (she/her/ella): This is, you know, because they probably took concurrent enrollment dual enrollment. We're seeing a lot a lot more high school students

Mayra Arellano (she/her/ella): coming in with more units. And so that helps us make sure that they're gonna complete. Within the 3 year mark, which is again the goal for promises that students will graduate again with the certificate or degree within that 3 year. Mark.

Mayra Arellano (she/her/ella): Next slide.

Mayra Arellano (she/her/ella): And then we also look at programs of study in our in interest area. So really quickly. Both for looking. You can see the data for part time and full full time.

Mayra Arellano (she/her/ella): the biggest one for a full time. I promise. A lot of our students are in our Science and health interest area with a 36% following with our human behavior and culture, 21%. And then looking at our part time about 50% of our students are coming in with a human behavior and culture. And then business is the other top one, which is about 31. So looking at interest areas, also very helpful for us

Mayra Arellano (she/her/ella): where we're deciding how do we best serve our students out on workshops, on like our counters, making sure that they're they're updating their sap and making sure that they're meeting the requirements

CAN-B9-FTLCL: those. The for part time, the interest areas for business and human behavior and culture. A large part of that is also because of our partnership with Cwa, because they have those degrees offered. And so it helps streamline that partnership.

Mayra Arellano (she/her/ella): Yeah, thank you, Miki. That's sorry about that. I didn't. I do wanna say sorry before we go on to the next slide. We also have the undecided

Mayra Arellano (she/her/ella): slash university transfer. That is a 4%. And I wanna showcase that percentage because

Mayra Arellano (she/her/ella): when we see a lot of our students coming in just right out of high school, they graduated. They're coming to promis.

Mayra Arellano (she/her/ella): All of them have to choose an interest area. We all know that right when they're completing. CC, apply that. That's the question. They have to

Mayra Arellano (she/her/ella): choose an interest area. But we see more and more, and and I'll open it up to any of our promised counselors if they want to say that any of that. But we do see a lot of students

Mayra Arellano (she/her/ella): not wanting to choose an interest area are not quite sure. What an interest area means. And if I choose art and design. What does that mean? So, we do are intentionally work with students who are undecided, or who wanna change their major. And I think a lot of the work that our counselors are doing is

Mayra Arellano (she/her/ella): making sure that they're meeting their requirement of meeting with them once a month, and like, Hey, how is it going? How are your classes going? Cause they schedule their first semester. But things might change. They might not really like the classes that they chose their first semester, and they might change their major after taking a business class or a a science class. So a lot of the work that our promise team is doing is really helping our students make sure that they have a

Mayra Arellano (she/her/ella): the the ones where I'm decided that they can decide what major is more appropriate, but for students to be able to switch if they need to. But again for that, not to impact the timeline, because, again, that timeline is 3 years. So we know that when students switch their major, it might take more than more time for them to finish their degree or certificate. So just wanted to bring that up.

CAN-B9-FTLCL: Myra, can I ask one question? Because Gloria's question? It's in my back of my mind when I see this slide. Is there any room for us to better collaborate when you show those interest area and then the promise right? The promise of your promise program. Is there any collaboration that we can make instead of not necessarily silo. That's not what I mean, but but more connected. I just want to throw that question out there. It's not it's

CAN-B9-FTLCL: no one need to answer it. But I want to put that in back of our mind. Is that what you mean?

CAN-B9-FTLCL: We could definitely do more. I think something that we do is for promise. We have monthly workshops, and then it's a requirement for them to engage, and they get a gift card afterwards. And so we promote transfer center workshops. Every month we promote like our transfer day. So we we try to make sure that students have the opportunity to go to other workshops on campus and still receive the engagement points. Speaker series like we do a lot of campus, wide

CAN-B9-FTLCL: events and goods. All. James have been really good about giving me those rosters whenever they do students to go. So that's like one way. Right now we've been collaborating or field trips things like that. And then the so connect to our guidel pathway that connection with those 4

Mayra Arellano (she/her/ella): got it. Thank you. Yeah, another big collaboration is our Eops collaboration. So we do share students both in eops and promis. We collaborate really closely with the Moja you know, we're promise because we serve so many students. And a lot of the students are not just promise. They're part of other learning communities like our goal is to make sure that we're collaborating as much as we can. So if you see an area of like.

Mayra Arellano (she/her/ella): let's collaborate, please let us know, because we are so open to collaborating. Especially again, we are capturing those students who are just coming out of high school, graduating for first time.

Mayra Arellano (she/her/ella): the work that we do is super important. Again, completion. I repeat the word completion, completion, because we are a completion program. So

Mayra Arellano (she/her/ella): what do we do? So there is 4 pillars. How I describe promise is, we have 4 pillars. We have the first year experience. A lot of our students again, are coming straight out of high school just graduating. And so we know that there's lack of resources. Maybe at the high score they're not well prepared, maybe to write essays. Or we have seen the data right? So we have intentionally make sure that

Mayra Arellano (she/her/ella): every incoming promised student is part of our career. 401 course that happens in the summer. So they take this course right before they actually start classes in August. So this happens in the summer.

Mayra Arellano (she/her/ella): It's a career for a one top buyer, promised counselors. And it's college essentials, right? It's a one unit class. But it's really again, connecting with the students really understanding what is canvas? What is web smart? How do you access your email? What are interest areas? So again, a lot of like intentional work for these students?

Mayra Arellano (she/her/ella): Then we have our big welcome day. This is again.

Mayra Arellano (she/her/ella): and or a big orientation where we collaborate with other programs like Spark Point and financial aid. And again, it's just providing this information right before they start their classes.

Mayra Arellano (she/her/ella): We also have intentional workshops

Mayra Arellano (she/her/ella): led by our promis counselors and other Cañada departments like our transfer program that are geared towards the first year. Experience and then last, but not least, is like time, management, and checking in with the retention specialist who I see that right there. She intentionally worked with the students the first semester to make sure that they're successfully

Mayra Arellano (she/her/ella): you know, embedded in the college culture.

Mayra Arellano (she/her/ella): the pillar that we're talking about today. Here, with all of you is transfer. We do a lot of transfer support. We have a career 1, 10 that is being taught in the spring semester by a promise counselor. So we identify students who are transferring. And we say, hey, please take this class. It is a one unit class. But we target our students and they can participate in our career. 1 10 class.

Mayra Arellano (she/her/ella): we have transfer workshops, we support them with scholarship support. We have alumni, we invite our love alumni, who graduated from promis, who are now in in the university, or who have actually graduated from university and have jobs. We invite them back so they can share best practices and share their experience. And we also like my, he does that we do field trips. And we also help students. Identify internships and and job opportunities.

Mayra Arellano (she/her/ella): I'm gonna go really quickly because of time. But we also focus on career and making sure students again identify what career they might be interested in in their major. And last, but not least, is early alert, and we already talked a lot about early alert. But we're intentionally working with our attention. Specialists with one from probation and dismissal and really connecting the students to tutoring services next slide.

Mayra Arellano (she/her/ella): This is the the completion rate. So it is working, and it's very small. So I apologize. But it is working. So here this data says it, it shows the 2 year completion rate. We have definitely our percentages have gone up since we started in 2,018. So our graduation rate

Mayra Arellano (she/her/ella): for Cañada is about 6% was for fall 2020 next slide.

Mayra Arellano (she/her/ella): And for our 3 year completion we are about a 15% of our graduation rate. It's 15 per our fall, 2019 cohort. So it is in in in. It has the data of all of our other sister colleges. They've been doing the work as well with us, but intentionally like again making sure that our students are completing on time has been super important.

Mayra Arellano (she/her/ella): The last slide just talks about oh, as a summary. What are we doing to make sure that our students, on completing on time.

Mayra Arellano (she/her/ella): we really focus on student centered approach. I think Gloria mentioned this morning about she she shadow, one of our promis counselors and the promis counselor was able to understand what the student was going through, because they literally meet with them

Mayra Arellano (she/her/ella): 3 times a semester, and they have them for the next 3 years. So they understand the whole holistic approach of the student. Right, they know what's going on. So we are very much need based student centered data driven Mihita and the team. We utilize data daily to make sure that we're understanding what it. What is the data telling us?

Mayra Arellano (she/her/ella): A lot of retention work engagement? We

Mayra Arellano (she/her/ella): wanna make sure our students are again completing on time. So

Mayra Arellano (she/her/ella): I think I'm running out of time. Is there any questions I know? I wanna open it up also from my team to provide any other additional information. If you have any questions right. I do see our counseling team here. So if anyone wants to share anything.

CAN-B9-FTLCL: Gloria. Oh, yeah, my question is, also for Karen, because in in the 1705 meeting we were talking about promises, a model and students being so connected with a counselor. So I'm wondering if we ever looked at the success among the promised students in their first English and math class to see if it's higher than

CAN-B9-FTLCL: the college as a whole. To determine if we wanna replicate something like that for the rest of our English for the rest of our students that are not connected.

CAN-B9-FTLCL: That's an excellent suggestion.

CAN-B9-FTLCL: That's a great. So I guess it's just, you know, kind of food for thought that we might wanna look at that kind of data. Thank you, Karen. Can we do that?

Mayra Arellano (she/her/ella): Karen? Probably step out. I can definitely put a request for Karen. We're always requesting data from Karen. So yeah, that's definitely Gloria, something that we would want to look at. Right? How many from our promised students? We're taking English 105 or 100. What is the success rate, and also for math

Mayra Arellano (she/her/ella): and the first map? So the first math course, and compare that with the rest of the college. You had, like 320 something that first coordinates.

CAN-B9-FTLCL: and then you expect them to finish in 3 years if I understood you right?

CAN-B9-FTLCL: So now, obviously not. All of them do right. I get it. No, we wouldn't expect it. What happens to the ones that don't do? They pour into the in from a data point of view, they pour into that next coord group, or, you know, so so does the data start to get messy

CAN-B9-FTLCL: because you've got another core group that starts the next year. After that. Are you tracking them separately? Or what happens when one, when they stay longer than what's expected. How does that affect the data? Yeah. So every year any new cohort of students.

Mayra Arellano (she/her/ella): are coded. Right? We code them. They come in, and so we're tracking them right? We track them by cohort, and we track them all together. Right?

Mayra Arellano (she/her/ella): we, the counselors, have a caseload. So, for example. You know Cassie has all of our fall 2022 students

Mayra Arellano (she/her/ella): and her case low. So she's tracking them for the next 3 years. Right? Some students will fall like they're not responsive. They're not coming to their their meeting. So we unfortunately, you know, we call them text them. And you know, Kathy, will we do a lot of reach reaching out. If they don't reach out, then we exit them from the program.

Mayra Arellano (she/her/ella): Once they complete. Let's say they're up to their 3 third year, but they haven't completed. Let's say they have maybe 15 more units or 20 more units. We unfortunately have to exit them from our program. However, we collaborate with programs such as Cwa or Eops to be like, Hey, this student

Mayra Arellano (she/her/ella): unfortunately, doesn't qualify for promise anymore, because of the 3 year period. But could you? Could you, you know, now put them in your program. So again, the student is not left by themselves because they're used to with the counselor, and you know all the other requirements that we provide. But yes, it's a good question. We we code them very much every year. And the data will show like some sort of

CAN-B9-FTLCL: one last question. When when you show me that the 30% or the 15% that have, you know, succeeded, or what that would metric you're showing is that out of the final number of students

CAN-B9-FTLCL: kicking the ones out that haven't finished? Or are you using that percentage of the

Mayra Arellano (she/her/ella): Yeah, it's per cohort.

CAN-B9-FTLCL: But right? But the cohort shrinks over time.

CAN-B9-FTLCL: Correct? So is that percentage the percentage from the ending number of people in the program. Yeah. Wh, whatever our 2 year and 3 year completion rates for certificates who have been engaged within the program. Yeah, okay.

CAN-B9-FTLCL: wonderful. Any more questions for Myra.

CAN-B9-FTLCL: I'm watching the time we still have 1 min left closing our our meeting. So, Myra, thank you so much. Excellent presentation. I'm going to hand that over to Paul.

**Closing Remark:**

CAN-B9-FTLCL: So I'm really thankful for the for Ray's reaction cause it makes it a lot easier for me. Ray was equally surprised, right and happy to introduce it. I I'll just tell you that

CAN-B9-FTLCL: nobody likes being with an economy instead of party, because we always talking trade offs. And so I think for me, what III hear is, there's a lot of programs going on. But at some point we have to pick and choose, and I think that's always been hard. Ii don't mean this to be a ring cloud. But I've been here 30 years. That's not the ring cloud. That's the ring clap. But in 30 years we've tried a lot of things.

CAN-B9-FTLCL: and we're trying more now than we've ever tried. Maria. Yeah, you would probably agree. And I'm gonna tell you, I never see much evidence that the needle moves a lot.

CAN-B9-FTLCL: And and that may be because we can't find it. The data. And it has moved. Or it may be that it's not effective. I don't know. But I think we have to be welcoming of thinking about stuff that we've always done that maybe we shouldn't do anymore. But we have to figure out how to measure it

CAN-B9-FTLCL: And II guess I'll I'll end it that way. But I mean I'm I'm I'm confident we can. And I think everybody is interested in seeing transfer rates go up. It's not a Kenyan problem. It's a state countrywide problem. So I think we always want to keep that in mind as well.

And so our next meeting is November third, and then continue encouraging. We will have team presentation and will be even more than today. And so please come and join us on November third. So thank you so much. Have a great Friday. Thank you.