**Transfer Taskforce Meeting Summary 11.3.2023**

**STEM/NSF/TRABAJO**

**1. How does your program/services support transfer? (Please highlight 1-2 things).**

The meeting discussed a program funded by the National Science Foundation (NSF) aimed at increasing the number of students from low-income backgrounds and underrepresented minorities in STEM fields who complete their education and transfer to four-year universities. The program provides financial support in the form of scholarships to reduce the need for students to work long hours, thus enabling them to focus on their studies. This financial aid has led to a decrease in the number of hours students work and an increase in their GPAs. Additionally, the program pairs students with faculty mentors and provides them with a retention specialist who offers one-on-one support, helps with resumes, identifies resources, and assists with applying for colleges, scholarships, and internships.

**2. What was the outcome?**

The program has seen positive outcomes, with a significant number of students successfully transferring to four-year institutions. The meeting mentioned that out of 53 students in the program, 43 had already transferred to either CSUs or UCs, and seven more students were preparing to transfer. The financial support, faculty mentorship, and retention specialist assistance have contributed to these successful outcomes.

**3. What did we learn?**

The meeting emphasized the effectiveness of the program in reducing financial barriers and supporting students in their STEM education. It showed that financial aid, mentorship, and one-on-one support can help students not only complete their education but also transfer to higher-level institutions. The presentation also highlighted the importance of providing resources and opportunities for students, such as scholarships and internships, to further their education and careers.

**4. What do you need to enhance your transfer services? (i.e., better collaboration)**

The meeting didn't explicitly address this question, but it's essential to consider that continued funding and support for the program will be necessary to maintain and expand its success in helping students transfer to four-year universities. Additionally, ongoing collaboration with faculty mentors, retention specialists, and other relevant stakeholders is essential to provide students with the best possible support.

**Honor’s Program**

**1. How does your program/services support transfer? (Please highlight 1-2 things).**

The Honors Transfer Program provides opportunities for all students to engage in high-caliber, meaningful honors projects. These projects offer students choices that are meaningful, relate to their lives, and enhance their applications to transfer institutions. When students complete honors work, they receive notations on their transcripts, signifying enhanced rigor, which gives them an advantage during the transfer process. Additionally, individual work with faculty often leads to strong letters of recommendation, contributing to the strength of students' applications.

**2. What was the outcome?**

Completing the Honors Transfer Program significantly increases students' chances of transfer. Students who complete the program have higher acceptance rates at transfer institutions, including prestigious universities such as Ucla, Uc Irvine, and Yale. Furthermore, completion of the program enhances students' access to scholarships and financial aid, significantly benefiting those seeking to close the equity gap for transfer.

**3. What did we learn?**

The program has learned that offering signature assignments and individual faculty support through honors projects leads to increased success in transferring. It has also found that the program's enhanced rigor notation on transcripts and strong letters of recommendation positively impact students' transfer prospects. Moreover, the program's partnership with various colleges and universities allows students to benefit from increased financial aid and scholarship opportunities.

**4. What do you need to enhance your transfer services? (i.e., better collaboration).**

To enhance the transfer services, the program needs more support for faculty to assist students in completing quality honors contracts. This includes a request for a faculty professional development mentorship program that will offer compensation to faculty members involved in supporting students through contracts. Additionally, more honors-only courses are needed to provide students with a cohort experience. The program aims to continue funding the honor student ambassador role and emphasizes the importance of reaching out to various student groups and collaborating with other programs to ensure that honors is accessible to all students. Improved tracking and systems are also in development, with an emphasis on efficient administrative work and better marketing strategies to attract more students to the program.

**PTK**

**1. How does your program/services support transfer? (Please highlight 1-2 things).**

The Phi Theta Kappa (PTK) program is dedicated to supporting student transfer. It prioritizes scholarship, fellowship, and leadership as key components to prepare students for successful transfer. The program provides an encouraging environment that motivates students to actively seek transfer opportunities, apply for scholarships, and become well-prepared for their future careers. PTK stands out with its remarkable success in fostering students' academic growth and their successful transfer to four-year institutions.

**2. What was the outcome?**

The outcome of the PTK program has been significantly positive. When compared to the district's average transfer rate, PTK's success rate stands out. The program's completion rates, transfer rates, and the percentage of students who complete bachelor's degrees after transferring all illustrate the program's effectiveness in supporting students throughout the transfer process. These statistics confirm that PTK is making a substantial difference in the students' academic and transfer journeys.

**3. What did we learn?**

One of the key lessons learned from the PTK program is that a comprehensive approach encompassing scholarship, fellowship, and leadership is effective in preparing students for successful transfer. PTK's impact on transfer rates and success is notable, particularly in the areas of obtaining scholarships and completing bachelor's degrees. However, there is a need for systemic support and increased awareness of the program, especially among all stakeholder groups within the college, including students, faculty, administration, and staff. Achieving this broader awareness can lead to more widespread student participation and success in transfer-related activities.

**4. What do you need to enhance your transfer services? (i.e., better collaboration).**

To enhance their transfer services, PTK needs to increase awareness across all levels of the college community. This involves reaching out to students, faculty, administration, and staff to ensure that everyone is informed about the program's benefits. Currently, the program faces challenges related to funding and resources, as there is no dedicated budget or personnel assigned to PTK. There's a clear need for systemic support that can help integrate PTK into the existing college framework.

Collaboration with other programs, such as the Honors Transfer Program, is recommended to optimize marketing efforts and raise overall awareness about transfer opportunities. Joint marketing strategies can be a cost-effective way to reach more students and foster a culture of academic excellence and transfer readiness. Moreover, there is potential to offer funding or support for student memberships in PTK, increasing the accessibility of the program and its impact on the broader student population. These enhancements can lead to more significant outcomes in promoting successful transfer and academic achievement.

**Umoja**

**1. How does your program/services support transfer? (Please highlight 1-2 things).**

The Umoja program provides significant support for Black students. It operates on a cohort model with a curriculum that focuses on Black history, Black ideology, and Black authors. This program actively works towards helping students reach their transfer goals. It includes organizing campus visits to various universities, including HBCUs, providing students with the opportunity to explore campuses and connect with other Black students. Collaboration with other student services and programs, such as Promise and TRIO, further enhances the support provided to Umoja participants. The program recognizes the importance of building a sense of community among students from diverse backgrounds.

**2. What was the outcome?**

While specific transfer data was not provided in the meeting, it was emphasized that the Umoja program has shown notable success in improving the success rates of Black students in English, math, and political science classes when compared to non-Umoja Black students. This program aims to offer holistic support that goes beyond the classroom, with the understanding that students' lives and various factors impact their learning. The success rates demonstrate the effectiveness of this comprehensive approach.

**3. What did we learn?**

The success of the Umoja program underscores the significance of community building and providing holistic support for students. It emphasizes that fostering connections and a sense of belonging among students from diverse backgrounds can have a profound impact on their educational journey. Collaboration between different student services and programs, along with a flexible and creative approach to assessment methods, are crucial for students' learning and growth. The meeting highlighted the value of reconsidering the definition of success to include not just grades but also personal development and resilience.

**4. What do you need to enhance your transfer services? (i.e., better collaboration).**

To further enhance transfer services, the Umoja program should continue its community-building efforts, creating a supportive environment for students. There should be a focus on exploring creative assessment methods that allow students to demonstrate their knowledge in various ways, rather than relying solely on traditional testing. Collaboration with other student services and programs is pivotal in offering a comprehensive network of support. Moreover, a more flexible perspective on success, which acknowledges the importance of learning and personal growth, is essential for the holistic development of students. This approach may redefine success beyond merely grade-based achievements.

**Transfer Plan and Colts-U Transfer Center**

We did ask to combine the transfer plan as well as the services that the Colts-U transfer center provides.

1. **How does your program/services support transfer? (Please highlight 1-2 things).**

(Colts-U Transfer Center) plays a pivotal role in supporting students' successful transfer from community college to four-year institutions. They provide a broad range of services to help students navigate the complex process of transferring, two of which are particularly noteworthy:

**Comprehensive Counseling**: The center offers one-on-one counseling to students. This counseling is instrumental in creating personalized transfer student education plans, which are essential for identifying the right courses, requirements, and milestones on the path to transferring. Moreover, the counseling services extend to various aspects of transfer, including helping students with their transfer applications and providing information and guidance on Transfer Admission Guarantees (TAG). Their holistic approach ensures that students are well-prepared for the transfer journey.

**Articulation Efforts**: Articulation is a crucial aspect of transfer success. The center's staff actively works on articulation efforts to ensure that courses taken at the community college are recognized as equivalent to those at the intended four-year institutions. By submitting courses for approval and maintaining a keen eye on any gaps in articulation, they are instrumental in streamlining the transfer process and ensuring that students' credits will be accepted by the receiving institutions.

**2. What was the outcome?**

The outcomes achieved by the Colts-U Transfer Center are a testament to the effectiveness of their services in supporting students through the transfer process. Here are some noteworthy outcomes:

During the critical months of October and November, the center conducted 14 transfer application workshops. These workshops provide invaluable assistance to students who are navigating the intricacies of transferring to four-year universities. It's an example of how their direct student engagement efforts translate into practical support for applicants.

In the same period, the center organized 32 drop-in sessions, both in-person and through Zoom. These sessions were specifically focused on assisting students with their Transfer Admission Guarantee (TAG) applications. The high number of sessions reflects the center's commitment to providing accessible resources for students during the crucial application period.

A significant part of the center's work is the review of TAG applications. During the recent semester, they reviewed a total of 97 TAG applications. This shows the real impact of their efforts in ensuring students meet the requirements for a guaranteed admission to one of the six University of California (UC) campuses.

Another critical responsibility involves verifying Associate Degrees for Transfer (ADTs). In the last two years, the center has verified a total of 136 ADTs. This process is crucial for confirming that students are on the right path to earn their ADTs and secure smooth transfers.

These outcomes reflect the tangible and positive influence of the Coltsu Transfer Center on students' transfer journeys.

**3. What did we learn?**

The presentation by the Colts-U Transfer Center highlights several important insights:

**Effective Use of Digital Tools**: The center has recognized the importance of utilizing digital communication tools to engage students. Their introduction of the Canvas shell is a testament to their adaptability and innovation. The Canvas shell serves as a powerful platform for communicating timely information to students, especially given the wealth of information that universities send out regarding transfer. It's a reminder of how technology can be harnessed to improve student support.

**Challenges in Transcript Evaluation**: One of the key learnings is the challenge associated with transcript evaluation. The center revealed that the evaluation of transcripts from external institutions currently takes a year. This extended evaluation process can be a source of frustration for students, as they aren't guaranteed that their previous coursework will be recognized without this formal evaluation. Understanding this challenge highlights the importance of streamlining such processes to ensure a smoother transfer experience.

**4. What do you need to enhance your transfer services? (i.e., better collaboration).**

The presentation indicates several areas where the Colts-U Transfer Center seeks improvement in order to enhance their services:

**Better Collaboration for University Visits**: The center is keen on institutionalizing regular university visits for students. These visits offer crucial insights into prospective institutions, help students establish connections with universities, and foster a sense of belonging. The desire for better collaboration with campus partners in organizing these visits underscores the importance of cooperation between different entities to enrich students' transfer experiences.

**Formation of a Transfer Student Club**: The center is in the process of forming a new transfer student club. This initiative aims to create peer-to-peer connections among students. Such connections have been proven to significantly contribute to student success. The creation of this club highlights the importance of peer support and the need for additional resources that facilitate this interaction.

**Enhanced Collaboration with Notre Dame de Namur University:** The partnership with Notre Dame de Namur University demonstrates the value of collaborating with four-year institutions to expand resources and opportunities for students. While the partnership has already enrolled 14 students, the center intends to continue building upon this relationship to provide even more options and support to students.

**EOPS**

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

EOPS is committed to helping students transition successfully from community college to four-year institutions. The program provides a comprehensive range of services and resources that play a pivotal role in facilitating students' transfer goals. Notably, EOPS offers specialized counseling services, which are instrumental in guiding students through their academic journey and ensuring they meet the necessary requirements for transfer. The program's counseling component assists students with creating educational plans, selecting appropriate courses, and making informed decisions about their academic and career paths.

Financial assistance is another vital aspect of EOPS support. Students often face financial barriers that can hinder their academic progress, but EOPS alleviates these challenges by offering financial aid in addition to any other support services students receive. This financial aid can encompass covering the costs of course materials, which is a fundamental aspect of ensuring students have access to the resources they need to excel academically.

Moreover, EOPS goes a step further by providing application fee waivers for California State Universities (CSUs) and University of California (UC) institutions. These fee waivers are valuable for students applying to transfer to these four-year universities, as they alleviate some of the financial burdens associated with the application process. In a practical sense, this support can significantly reduce the financial barriers faced by many students on their transfer journey.

Group counseling sessions are yet another valuable resource EOPS offers. These sessions provide students with a sense of community and connection, facilitating collaboration and knowledge-sharing among peers. Group counseling can serve as a source of motivation and empowerment, making the transfer process less daunting. Students can learn from one another's experiences and gain valuable insights into the transfer process.

Assistance with EOP (Educational Opportunity Program) applications is a unique feature of EOPS. Students aiming to transfer to CSUs can receive help with their EOP program applications, which is an additional layer of support specifically designed for low-income, historically disadvantaged students. This support ensures that students can access all available resources and opportunities.

**2. What was the outcome?**

The presentation did not delve into specific outcomes or statistics. However, it did highlight the comprehensive services and benefits that EOPS offers to students to enhance their readiness and success in transferring to four-year institutions. The focus was on the extensive support provided by EOPS rather than quantitative outcomes.

**3. What did we learn?**

From the presentation, we learned that EOPS has a rich history, with the program having its roots at the College of San Mateo (CSM) in 1969. This historical context highlights the enduring commitment to supporting historically disenfranchised and low-income students in their educational journeys.

Additionally, we learned about the importance of innovation in continuously supporting students effectively. EOPS seeks to adapt and grow by providing additional transfer-related workshops and services. This commitment to innovation underscores the program's dedication to improving and expanding its support for students.

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

To further enhance their transfer services, EOPS identified several areas of improvement. One key aspect is the need for greater staffing support. The program highlighted the importance of having additional staff members, potentially including a PSC (Part-time Support Counselor) or a retention specialist. These professionals can contribute to the effective management of administrative duties, coordination of program activities, and provision of support services to students.

Another crucial area for enhancement is the prioritization and streamlining of transfer evaluation services (TES). The efficient evaluation of transfer students' coursework is essential to expedite their progress toward their educational goals. Improving the TES process can significantly benefit students by reducing delays and ensuring a smooth transition.

**Colts Learning Community**

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

The Colts Learning Community is a specialized program tailored for first-year student-athletes. It provides a unique educational experience by offering cohort-restricted courses during the fall and spring semesters. The curriculum includes transferable courses that align with the University of California (UC) and California State University (CSU) systems. In addition to academic support, the program extends its reach by offering extra assistance through coaches, instructors, and academic counseling. It's important to note that the program is actively considering expanding its course offerings by including English classes, such as English 100 and English 110, for the fall and spring semesters in 2024 and 2025.

1. **What was the outcome?**

Nicholas Martin presented data that underscored the positive impact of the Colts Learning Community. The success rates for students in the program have shown consistent improvement since 2019, especially when compared to general athletes. Additionally, their retention rates have remained stable or exhibited positive trends when contrasted with general athletes and the general student population. This data highlights the program's effectiveness in supporting student-athletes and enhancing their academic success and persistence.

1. **What did we learn?**

From the presentation, it's evident that the Colts Learning Community has played a crucial role in fostering academic success and retention among student-athletes. The specialized nature of the program, including its tailored curriculum and support systems, has proven to be highly beneficial for this student group. The data presented reaffirms the value of offering dedicated support for student-athletes and the positive impact it can have on their educational journeys.

1. **What do you need to enhance your transfer services? (i.e., better collaboration)**

To further enhance their transfer services, the Colts Learning Community has identified specific areas where improvements are necessary. The program has grown organically, with dedicated faculty members taking on administrative roles, such as leadership, faculty collaboration, administrative duties, meetings, scheduling, and marketing. However, to continue their valuable work and expand their offerings, the program requires additional staffing support. This support might come in the form of a Part-time Support Counselor (PSC) or a retention specialist who can assist in administrative tasks, coordination, and the provision of support services to student-athletes.

Furthermore, the program envisions the creation of a dedicated space in Building One for student-athletes. This initiative would improve accessibility and foster a sense of community among student-athletes. However, establishing such a space also necessitates additional staffing and resources.

Lastly, the program recognizes the need to prioritize and streamline Transfer Evaluation Services (TES). Student-athletes often transfer from other colleges or universities and need a swift evaluation of their previous coursework to meet their academic and eligibility requirements. Streamlining TES and making it a higher priority at the district level would significantly benefit student-athletes by reducing delays and ensuring a smoother transition to their next academic institution.

**Curriculum Committee**

1. **How does your program/services support transfer? (Please highlight 1-2 things).**

The Curriculum Committee plays a pivotal role in supporting transfer by meticulously reviewing and guiding the development of new and revised course curricula. This involves assessing each course's potential approval for UC transfer or alignment with General Education (GE) areas, ensuring they meet transferability requirements. They also evaluate whether changes in prerequisites or course structures align with the California Community Colleges Intersegmental Committee of Academic Senates (ICAS) descriptors. The committee also strives for district-wide alignment in courses and degrees, promoting consistency in education delivery across the district's colleges.

Their efforts extend to adapting to major statewide changes, such as the impending implementation of the CalGetai GE pattern, aimed at streamlining transfer requirements across the state. The Curriculum Committee has been proactively preparing for the full implementation of CalGetai, ensuring that students have a clear, unified path to follow when transferring. They also focus on the AB 1111 common course numbering initiative, which seeks to standardize course numbers and essential content elements across California community colleges. This ensures that the content and numbering of courses are consistent, simplifying transfer for students.

1. **What was the outcome?**

The Curriculum Committee's dedication has yielded several positive outcomes. One notable achievement is the alignment of course numbering and unit counts across the district, making it easier for students to understand and navigate course offerings. This harmonization ensures that students receive consistent information and opportunities, regardless of the college they attend within the district. Additionally, students can benefit from the application of units earned across the district toward their degrees, a change approved by the committee and set to be implemented in the next catalog. Furthermore, their efforts support expanding credit options for prior learning, including military experience, exams, and work experience.

The committee's involvement in the implementation of the single transfer GE pattern (CalGetai) and the common course numbering (AB 1111) reflects their commitment to making curriculum more accessible and transfer-friendly for students. By actively shaping the course offerings and requirements, the Curriculum Committee contributes to an environment that fosters efficient and effective transfer pathways.

1. **What did we learn?**

Through their extensive involvement in these significant changes, the Curriculum Committee has learned that there is a critical need for clear and comprehensive communication to explain the upcoming modifications to the college community. As many changes are forthcoming from the State, including CalGetai and common course numbering, ensuring that faculty, staff, and students understand these changes and can adapt to them is paramount. Additionally, the implementation of these changes will require a substantial clerical effort to update every single course, highlighting the importance of adequate administrative support.

The committee has recognized that local associate degree programs will need to be revisited to align with the evolving transfer landscape. Traditionally aligned with CSU requirements, these local degrees may need to adapt to accommodate the new CalGetai path. It's essential to consider how these degrees can remain relevant and valuable for students seeking a transfer education.

1. **What do you need to enhance your transfer services? (i.e., better collaboration)**

To further enhance their transfer services, the Curriculum Committee anticipates the need for clerical assistance to efficiently manage the considerable administrative workload required for updating every course in response to the impending changes. Coordinating and communicating these updates to the college community is a crucial part of their strategy to ensure a smooth transition. This also involves clarifying how changes will impact faculty and students and creating a support system for adaptation.

Furthermore, there is a pressing need for local associate degree programs to be revisited and potentially restructured to align with the changing transfer requirements and patterns. This effort will require collaboration between faculty, administrators, and counselors to develop degree programs that benefit students seeking to transfer to various institutions. Coordination across departments and campuses will be key in successfully navigating these changes and making transfer services more efficient and effective.

**Closing Remark**

In the meeting's closing remarks, it was emphasized that the group should focus on generating ideas and recommendations within a manageable scope, as there isn't enough time and resources to address all issues. The next meeting, scheduled for November 17th, will focus on consolidating the feedback received on the numerous slides presented in this meeting. The goal is to create draft recommendations, which will be discussed, refined, and potentially sent to the PBC (Planning and Budgeting Council) for guidance.

**Susan’s Comment**

Susan expresses her excitement about the existence of the Transfer Taskforce and offers a valuable idea and comment. She draws from her experience with Cathy Lipe's approach to streamlining services and messaging for STEM students. Cathy simplified the process by having students join the STEM Center, and the staff would work behind the scenes to provide the necessary support and services, regardless of the specific program students belonged to. For instance, if MESA funding was used for a transfer event, STEM students would all go together on a bus.

Susan suggests applying a similar approach to the transfer scene. Currently, there are various programs like Promise, TRIO, EOPS, and interest areas, each offering mentoring, resources, financial assistance, and sometimes redundant messaging to students. Many students ignore the numerous emails they receive, which is unproductive. She proposes the idea of streamlining these support programs and having them work behind the scenes, much like the STEM Center did. This way, students can access the support they need without being overwhelmed by different communication efforts. Susan also raises the question of whether these individual student support groups could be more efficient if their tracking and communications efforts were combined.

In summary, Susan suggests consolidating and simplifying the support programs to provide students with a more efficient and unified approach to transfer support, reducing redundancy and streamlining communication and tracking efforts.

**Chat**

During the meeting, various points related to transfer, scholarships, and support services were discussed:

Honors Program Requirements: Ramki Kalyanaraman inquired about the number of honors classes required for students to qualify for "honors" transfer and scholarships. Gloria Darafshi clarified that students need to complete 15 honors units with a minimum GPA of 3.3 to fulfill the program's requirements.

Scholarship Information: Autumn McMahon mentioned a $90 scholarship available at Cañada. Additionally, there was discussion about a Phi Theta Kappa (PTK) scholarship that can provide financial support of up to $70 for students with financial need. Mayra Arellano shared that efforts were underway to potentially cover PTK fees in the Promise program.

Collaboration with Umoja: It was noted that collaboration with the Umoja program has been productive. Autumn McMahon has presented information about PTK and Honors to Umoja students and has been involved in recruiting future honors students.

Transcript Evaluation Timeframe: Concerns were raised regarding the extended time it takes for Transcript Evaluation Services (TES) to evaluate students' transcripts. This delay poses a significant barrier to students aiming to transfer promptly or earn certificates and associate degrees. There was a desire to explore ways to assist TES and potentially provide extra resources to expedite the evaluation process.

Incorporating Honors into Transfer Culture: Rebekah Sidman-Taveau suggested integrating the Honors Program into the Transfer Canvas module. This could involve sharing the Honors Transfer Program (HTP) Newsletter. It was also considered whether PTK might explore similar initiatives.

AANAPISI Funding: Inquiries were made about the availability of funding through AANAPISI to support students in paying for a 1-unit course, specifically the IDST 150 Honors Research Seminar. Financial aid concerns for AANAPI students, including Asian American and international students, were discussed.

Financial Aid and Support: James Aganon III expressed gratitude to EOPS for providing fee waivers to EOPS students for their UC/CSU applications. Mayra Arellano and Lorraine have mentioned that Promise students benefit from being part of the EOPS program, with shared counselors supporting both programs.

Transcript Evaluation Delay: Concerns were raised about the unacceptable waiting time for transcript evaluation, and the need to provide support to Transcript Evaluation Services (TES) to expedite this process.

In summary, the discussion touched on program requirements, scholarships, collaboration with other programs, transcript evaluation delays, integration of honors into transfer culture, and funding opportunities for specific courses. Additionally, the importance of providing financial aid and support services for various student populations was emphasized.

**Transcripts**

<https://smccd.zoom.us/rec/share/SaVARIUkr9c5CM7IYq1LO7jlmP7ouOfYJmPPVMc88ci3CYLi-SxdD8306WZVmztY.m7PDDQ2lKQIoyh_4>

Passcode: mbq\*!4ur

**Chat**

Ramki Kalyanaraman: How many honors classes does a student need to take to qualify for “honors” transfer and scholarships!

Gloria Darafshi: Students need to complete 15 honors unit with a 3.3 GPA to complete the program.

Autumn McMahon: $90 at Cañada

Autumn McMahon: There is a PTK scholarship that pays up to $70 for students with financial need (Golden Scholar)

Mayra Arellano (she/her/ella): Yes, we are working to see if we can pay for the PTK fees in promise as well.

Mayra Arellano (she/her/ella): Great work Umoja, we appreciate the partnership with Umoja!

Mahitha Rao: thank you Mayra!

Mahitha Rao: Autumn has also been able to present about PTK/Honors in Umoja and rearuit future honors students!

Dave Meckler: Any prospect that that one-year wait will get shorter?

Sandra Rodrigues: I ditto Gloria's concern for the length of time TES is taking to evaluate students' transcripts. It is a barrier to many students desiring to transfer in a timely manner and also to earn our certificates and associates degrees. I'd love to see how we can help TES or support extra resources for its services.

Rebekah Sidman-Taveau: Excellent work. I like the “transfer culture” concept. Could Honors be included in the Transfer Canvas module and could I share the HTP Newsletter in it? I wonder if PTK wants to do the same.

Rebekah Sidman-Taveau: AANAPISI question: When I was teaching a research and writing seminar at SJSU, it was funded by AANAPISI such that students did not have to pay. I noticed that paying for the 1 unit of our IDST 150 Honors Research Seminar is sometimes an issue for students including Asian American students and including international students of which there are many Asian students. I wonder if there is any funding through AANAPISI for something like that.

Mahitha Rao: Thank you everyone! I am heading back to the conference, but please email me if you have any questions raom@smccd.edu

Mahitha Rao: Have a wonderful weekend :)

David Eck: Carranza has a CSM tattoo

James Carranza: @ Eck. No tattoos, here. Big love for Adrian Orozco, the OG of EOPS.

James Aganon III: Hi, Rebekah. Yes, financial aid is a concern in many ways for AANAPI students. As the ARC and STAR programs grow in the number of students we serve, we can hopefully request for additional funding. Unfortunately, the grant does not include International Students, so although we can serve our International Students in the ARC program, we can not count them towards our data/numbers. 😔

James Aganon III: Thank you EOPS for providing a fee waiver to EOPS students toward their UC/CSU application! Those application costs a lot of money without your assistance.

Mayra Arellano (she/her/ella): Yes a lot of our Promise students benefit from being part of our EOPS program. Like Lorraine mentioned we currently have two shared EOPS/Promise counselors.

James Aganon III: Waiting for a year to receive transcript evaluation is unacceptable and whatever assistance can be given to Transcript services should be fully supported.

**Introduction**

CAN-B9-FTLCL: Thank you. We have 12 close to people from the zoom. And then in here we have 1, 2, 3,

CAN-B9-FTLCL: 7, 8, 19, roughly, 10 people, and they are a little bit overlapping between zoom and then physical space here. So so our meeting is about transfer effort, and I have have the we have about 10 presentations, and I super appreciate you all to put all your presentation in, and some of you may not. You may have your own presentation. That will be totally perfect, totally fine.

CAN-B9-FTLCL: Yes, thank you. So we have those those presentation and no so I already did the introduction and then we will go ahead and move into

10 of them, so each one I will try to make it 5 min presentation and 5 min. QA. So if we can stick with that, that will be wonderful. So then we can

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CAN-B9-FTLCL: get out of the meeting on time, otherwise this will be so long, so II will time it, and then and then let you know like, if it's 1 min. Then you will wrap up. Okay, so same NSF. And Joe. So that's the

CAN-B9-FTLCL: okay. So what the trial grant? First, I like to just start off saying that career focus grant instant majors. So not necessarily transfer. So

CAN-B9-FTLCL: as we were recording our data and the reporting to you know the Feds, it's, you know, does not include transfer data.

CAN-B9-FTLCL: But since you know, working in Ghana's, I've always trans, you know, recorded data transfer data, anyway. So that's where the numbers have came from. So it's not like we have a huge database so so far. If you see the student numbers

CAN-B9-FTLCL: with the grant grant started during the pandemic. And so we currently serviced 27 of our students, 37 students at 37 30

CAN-B9-FTLCL: percent has transferred, which is 16 have transferred. And then where they transfer to we have 41% going to Ucs and the rest going to Csu's

CAN-B9-FTLCL: and the majors.

CAN-B9-FTLCL: Typically. So the whole purpose of the grant is, you know, to retain students in step.

CAN-B9-FTLCL: So with this, with the internships, with the job shadow, also with our use. It's, you know, to encourage us to retain or, you know, continue to be still majors. So

CAN-B9-FTLCL: And you can see there's a breakdown that majority 53% of engineers 29% of those students who transfer these are transfer students file majors 12% comp majors. And then, we did lose a few. So initially, they came out, as

CAN-B9-FTLCL: you know, the registration majors when they transfer, they left step.

CAN-B9-FTLCL: So that's what that data for

CAN-B9-FTLCL: so this is the Nsf ascent grant. And that is, from the National Science Foundation. The basic idea or the project goal is to increase the number of

students

CAN-B9-FTLCL: from

CAN-B9-FTLCL: I

from low income families and from

CAN-B9-FTLCL: underrepres under represented minorities, to have those students to be able to complete their

CAN-B9-FTLCL: stem education here and transfer into 4 year universities. So that is the basic premise. And so far the original idea was to have about 49 students.

CAN-B9-FTLCL: So so far we have had 53 students in the program, and out of those 43 have already transferred into Csu's or cus or uses

CAN-B9-FTLCL: 7 of them we have currently at the moment, and they are getting ready to transfer in spring, so that would be 50 out of the 53 that have transferred. So the

CAN-B9-FTLCL: and here is the breakdown by gender, by demographics and major. So we have 33 males and 20 females Hispanic students, 30 white 11

CAN-B9-FTLCL: African, American, too, Asian and native American 10. And we have computer science by our engineering and biology to be the 3 major fields

CAN-B9-FTLCL: with mathematics and physics and the other subjects. There are about 7 of them. So this is the breakup. What we offer students is

CAN-B9-FTLCL: we try to give them a scholarship which is

CAN-B9-FTLCL: for 2 years the Bank Fund scholarship is for 2 years the first year it is $5,000.

CAN-B9-FTLCL: The second year is another $5,000 if they continue with the program, and then they are given $4,000 when they transfer. So that gives them about $14,000 total the idea behind this is, there are a lot of students in stem who have

CAN-B9-FTLCL: because of income restrictions. They are working many, many hours, and that brings a barrier to their completion. So we are trying to give them that financial support so that they can cut down on the number of hours, and that is something that we have seen each year progressively. The number of hours that the students worked has, consistently gone down.

CAN-B9-FTLCL: and their Gpas went up.

CAN-B9-FTLCL: And I, since this doesn't have any of that this doesn't need it. So that's why I did not add that information here. But their GPS have gone up and they have completed their education here, and they have transferred. So even the students who left the program whether they change their major, or they left because they did not have a financial need anymore, they still completed and transferred.

CAN-B9-FTLCL: So they are still, as far as transfer is concerned, they are still a success story, and what we give them besides, the money is we pair them with a faculty mentor

CAN-B9-FTLCL: who works with them, and we also have

CAN-B9-FTLCL: a retention specialist just for the Nsf program. So the retention specialist meets with the students on a regular basis. one on one

CAN-B9-FTLCL: and helps them with writing their resume.

CAN-B9-FTLCL: looking for courses and finding resources. For example, a student. Recently we had one student who was going through a lot of financial hardship. So

CAN-B9-FTLCL: our retention specialist took him to Spot Point and got him all the help that he needed. So we try to get

CAN-B9-FTLCL: the retention specialist acts as a

a person in between who helps the students with

CAN-B9-FTLCL: any resources that they need from the school, and also

CAN-B9-FTLCL: the faculty mentor helps them with. How do you apply for colleges? How do you apply for scholarships and internships? So that's another thing that has gone up. We have a lot of students who have won many other scholarships besides what we give them and also

CAN-B9-FTLCL: internships. So it it's been. It's a great program we are in our we've already completed 5 years of the grant, so we have one year extension no cost extension this year, so the grant will end in September 2024. Thank you. So we have 3 min for the questions. So before we open to the question, do you want to introduce your team? I say, I see Ronke here. Yes.

CAN-B9-FTLCL: donkey is.

CAN-B9-FTLCL: yeah, he is the pi for Trevo Grant. And he is also one of our mentors. And he's also an unofficial cop, I for Grant, and we have quite a few we have quite a few faculty members here.

CAN-B9-FTLCL: Ray is ray Lapoos is one of our faculty mentors. He's been mentoring for a while. Donkey is also a mentor. I am a Mentor, and Dean Thompson is also a mentor for students.

CAN-B9-FTLCL: We have about 14 or 15 faculty mentors. There was a time when we had more mentors than students. So we even had 2 mentors assigned to each student. So okay, so open to questions, any question from the audience or any comments.

CAN-B9-FTLCL: So seeing that the grant. So you are. You're no longer recruiting for the program and seeing that the grant is gonna end in September, we are recruiting. Actually, today, it's the last day. Oh, we are recruiting 7 more students. We still have a little bit of money, and we want to get that away. So, okay.

CAN-B9-FTLCL: okay, wonderful. Thank you. And thank you. The great team

CAN-B9-FTLCL: I see. Okay, so next one is oners transfer program. So I see Rebecca is here. Rebecca, do you want me to control the Powerpoint or sir? I think I we won't have time to click on the links, but II wanted to put them there in case people like questions. And is it okay? If I take 10 min?

CAN-B9-FTLCL: Oh, ye yes, and then so people per participants. If you have any comments, questions please, put in the chat. So I can capture that, since we may not have time for you to ask question to Rebecca. Okay, go ahead, Rebecca.

**Honor’s Program**

Rebekah Sidman-Taveau: Thank you so much. It's an honor to be presenting on the honors transfer program and how it contributes to transfer. So my first bullet point here is that honors, provides opportunities for all students to be engaged in high caliber, meaningful honors, projects. And I wanna point out in particular that this is really important, you know, if you attended the the uce convening or the course

Rebekah Sidman-Taveau: a course designed for racial equity or supporting men of color and community colleges, one of the themes that you see in the research, the really good research that comes from student voices, student questionnaires and surveys and focus groups is how important it is to have signature assignments, and what I mean by that is, assignments that

Rebekah Sidman-Taveau: students have choice that are really meaningful, that relate to their lives, that they can apply to their lives and their dreams. And that's what students can do. Any one can do by taking an honors course.

Rebekah Sidman-Taveau: And when students do honors, work, they get notation on their transcripts, and that's shown. And this is my second bullet point. As evidence of enhanced rigor for our transfer institution, so it gives them a leg up.

Rebekah Sidman-Taveau: And then, when on my third bullet point, there are students. Individual work with faculty and honors, courses and contracts often leads to strong letters of recommendation. So the individual work we do allows faculty to give more specific letters of recommendation which are better right

Rebekah Sidman-Taveau: and then honors. Work can be discussed in the personal insight questions contributing to the strength of the students application. And they can also, for example, in the Uc applications, they can, you know, click honors as one of their activities.

Rebekah Sidman-Taveau: Then when students complete the honors transfer program, it significantly increases their chances of transfer. And so if we have time or later, you can look. Ucla is a really well known one, you know. Internationally, it's probably I don't know 5% acceptance rate in California 2025% acceptance rate. But if you are in an honors community

Rebekah Sidman-Taveau: college program, it bumps up to 77 or last year was 81. They really like our honors, transfer students. And at Kenyatta College it's been even better, for example, in 2,020 and 20, 2,100

Rebekah Sidman-Taveau: of our students. That applied were accepted. And so you can, you know, click on that link later. The Uc Irvine is another amazing one. And they if a student

Rebekah Sidman-Taveau: completes our honors program and it has a 3.7 Gpa, it's guaranteed admittance.

Rebekah Sidman-Taveau: Also, there's many, other many other partnerships that we have. And actually, would it be possible to click on the link that says significantly increases their chances of transfer?

Rebekah Sidman-Taveau: Thank you. And then, if you go to and this is kissing. Yeah, he just graduated from Ucla, and he came back to thank us. And there's a in the honors transfer Newsletter this month that he. He did a testimonial video, you can see. And then, could you please click on the last slide there?

Rebekah Sidman-Taveau: Thank you so much. So I wanna point out that there's a lot. We have partnerships with many different colleges and universities and so work in our honors. Transfer program honors, courses are evidence of enhanced rigor, and so it gives students, you know, extra benefit. When they apply to any of these schools. They could go to top schools like Amherst College, Smith College. Tough Mount Holyoke. Very exciting. Yale. A university is our latest partnership.

Rebekah Sidman-Taveau: So if you could click back to the main slide hopefully, that's not too difficult. Thank you. And then the last thing I want to mention which I feel is one of the most important is that

Rebekah Sidman-Taveau: student completion of the Honors transfer program significantly increases their access to scholarship and financial aid. That's huge, especially when we're talking about closing the equity gap for transfer.

Rebekah Sidman-Taveau: And then could you click on that link on the the last link there.

Rebekah Sidman-Taveau: Thank you so much. And so

Rebekah Sidman-Taveau: These

Rebekah Sidman-Taveau: universities are very well resourced, amazing, expensive. But many of them have outstanding options. Oh, thanks for the slides. So that's great. If you go to the second slide, I'll give you an example. So this is Yale University, and you can see over here on the left. Number 3 in yellow.

Rebekah Sidman-Taveau: Consider transfer applicants. Completion of his Honors program and Htc. Member community College like us to be evidence of enhanced rigor and academic preparation for transfer.

Rebekah Sidman-Taveau: And then, if you click, and then, if you look over on the right side, Number 5 meet the full demonstrated financial need without requiring student loans

Rebekah Sidman-Taveau: for all admitted students, including veterans of the Us. Military, international students and undocumented students. So this is really tremendous, like. Our students could go to Yale and have a full ride, and that's tremendous. And then, if you could click on the next slide.

Rebekah Sidman-Taveau: You can see that Williams College is doing the same thing. If you look over Number 4 over here, it says, meet the full demonstrated financial need of all, admitted students. So it's very exciting. And please don't forget to tell students about this.

Rebekah Sidman-Taveau: Could you click back to the main slide? Thank you.

Rebekah Sidman-Taveau: So if you could go to the next slide.

Rebekah Sidman-Taveau: and I'll answer the question, What what do we need to do to enhance our transfer services? Well, first of all, we need more support for faculty doing contracts so that more students can finish quality contracts on time and get the benefits. And so I just applied. For as a resource request to have a faculty press, professional development mentorship program

Rebekah Sidman-Taveau: where faculty are supported and exchanging information about how to help students complete contracts, and they will be compensated. And this is important because students need options. They need choices.

Rebekah Sidman-Taveau: We also need more honors, only courses, because that provides the very important cohort experience for honors students.

Rebekah Sidman-Taveau: We need to continue our funding of the honor student ambassador, and that person can help me share information

Rebekah Sidman-Taveau: via office hours, events, presentations, flyers, etc. But most importantly, when we're thinking about closing the Equity gap for transfer, I really wanna make sure that the honor student, ambassador and I and anyone associated with our program is going to meetings and interacting with people from promis Puente Mosh trio athletics, Esl international student center, undocumented community center

Rebekah Sidman-Taveau: stem like next events and intentionally reaching out to bypac students, bypac students across the college and at local high schools. We really need to communicate that honors is for everyone. And we need our program to really reflect our college.

Rebekah Sidman-Taveau: Right now, we have the honors, research seminar. And eventually, we're gonna have to ask for 2 sections of that. It's really helping students in terms of getting support with their contracts. And there's a couple. There's a student testimonial video. If anyone wants to see it later that I linked here.

Rebekah Sidman-Taveau: And lastly, I just wanna say that, you know, I think, like many programs work. We're working on better tracking and systems. And we're doing many, many different things that II listed here, including working with Pre. And it might be interesting to think about. Maybe we could collaborate what you know. What about if we had a program assistant that was supporting all of us who are working on transfer or something like that, because certainly in the honors program, a lot of the work is managing and administrative work.

Rebekah Sidman-Taveau: And so I just wanna end by saying that we're really working hard on marketing marketing has been a tremendous support. And I went ahead and II linked our October flyer in here. So you can see our updates and so if there's time, I would love to answer questions.

Rebekah Sidman-Taveau: and if you II didn't talk about numbers, but if you're interested in numbers, I'm I can have. I'm happy to share that as well.

CAN-B9-FTLCL: Wonderful. excellent! Thank you for the practice on the time time. You are right. 8 min. So we have 2 min for questions. I don't have a question. I haven't. I have an observation, and that is that

CAN-B9-FTLCL: if you looked at it on cost per student in terms of what what we're dedicating in terms of resources to this program. This is probably one of the more efficient programs on campus. Rebecca and prior prior directors have all done this on this shoe string budget and the faculty are doing it with basically no compensation. And that's fine. But if you want it to be bigger than what it is at some point, you're gonna have to look at those.

CAN-B9-FTLCL: Thank you.

Rebekah Sidman-Taveau: Thank you so much for saying that. You know, we usually have. O, over 200 students, sometimes as much as 250 taking honors, classes, over 100 students in the honors transfer program. And then usually, we have a 50 60 honors contract proposals, and we would like that to be bigger, because it's such an incredible opportunity. But it's almost scary to grow because we we don't have the the human human resources to support at all.

CAN-B9-FTLCL: So Rankie Renki has question. They're probably already answered.

CAN-B9-FTLCL: And

CAN-B9-FTLCL: can you hear me? So the question was, how many units, or how many classes does students need to take? They need to complete 15 honors units. With a 3.3 to complete the program. So 15 units could be 3, 5 unit classes or 5 3 unit classes. However, they arrange that.

Ramki Kalyanaraman: Thank you.

CAN-B9-FTLCL: Thank you.

CAN-B9-FTLCL: Can you still also send it?

CAN-B9-FTLCL: So I can thank you. Okay, so any more questions for honors.

Rebekah Sidman-Taveau: Good, wonderful! Thank you so much, Rebecca. Excellent work. Thank you. Thanks for having us.

**PTK**

CAN-B9-FTLCL: The next one is. Pdk, should I stop sharing? You can share your screen. Trying to share my screen

CAN-B9-FTLCL: from slide 57,

CAN-B9-FTLCL: 57. I don't think I have that. Okay. Alright. Let me see if I can share that. Just give me 1 s here.

CAN-B9-FTLCL: Hi, everybody. My name is Gampy Shankar. Try and share this particular one hopefully, you can all see it now.

Thank you.

CAN-B9-FTLCL: Perfect. Alright.

CAN-B9-FTLCL: Hi, everybody!

CAN-B9-FTLCL: Maybe I'm not getting it in slide mode for some reason now it shows here, but not yeah. So I'll just

CAN-B9-FTLCL: persistent. This, I apologize for that. But anyways, just very quickly. I wanted to. Say that this is about the Phi Theta Kappa program. This is this is been in existence in the college for more than 20 years, I wanna say, and there are there I have pro professori here with me, who's been here for

CAN-B9-FTLCL: way too long. How long has this program been this program is probably been about 27 years 27 years. So this has been run for a long time. It has a a huge impact on the number of students transferring and primarily right now, there are 3 of us that are advisers in this club. We also have auto Mcman

CAN-B9-FTLCL: as part of, and she was the president of the Pdk Club before she went on to Uc. Berkeley and came back here. So just wanted to quickly. Kind of paint a a profile here. A picture of what the typical Pdk owner student looks like. You can see some of the numbers in there. For some reason I'm not able to expand that. But you know, typical

CAN-B9-FTLCL: profile shows a pdk on a student is 28 years old. 66% of the fee of them are female, and you see the other numbers around there, but the one that circled there is the biggest one. And that shows the percentage of students pdk, students that transfer and keep that in mind as you look at the other numbers that I kind of built the story around.

CAN-B9-FTLCL: And hopefully, there's more of a discussion. We keep the actual presentation short. So if you look at this next slide and I can't seem to get the slide show to work here, for some reason. Hopefully, that'll do it.

CAN-B9-FTLCL: That's weird. Yeah, that's really. alright, let me try sharing a different screen.

CAN-B9-FTLCL: Okay, here goes. So what you see on top, there is what the district has on its main page. If you go to smccb.edu, see that? And you see that you know just very broadly, out of 28,000 students, you have about a 10% transfer rate that the district puts forth as the number of students that transfer.

CAN-B9-FTLCL: and I know it's notoriously difficult, and Karen can vouch for this to pick a number on, you know, transfer without having all kinds of assumptions about it, and caveats around, how we are measuring it, and so on. So treat these numbers as being illustrative more than anything else. But

CAN-B9-FTLCL: the paragraph below shows that Phi, Theta Kappa, in a paper that is published showed something like a 92% student success rate when it came to transfer.

CAN-B9-FTLCL: So again, if you've ever been to the grove, and you see a bunch of students kind of working together that fellowship that PTK encourages seems to come through in the way they exhort each other to do well to look for transfer opportunities to look for scholarships and it's not up in the slide. But in case you're wondering, cause I would be wondering this.

CAN-B9-FTLCL: that 92 and 85 are holding everything else constant. So it's the same type of student with the same Gpa. One has membership, one dozen. So it's not a student with a low Gpa compared to student with a high Gpa, because that would make the data sort of not very useful. So in theory, what you're seeing is the effect of the membership. At least, that's the argument that the the author is making.

CAN-B9-FTLCL: I seem to have to go to every one of these slides. Do this. I apologize. There's some more numbers in there. In terms of the what the PTK completion rates are in terms of the transfer rates in terms of you know how many of them actually complete the bachelors. And I wanted to put these numbers up more to illustrate the fact that again, transfer is a big focus area for what? Pdk, students kind of sign up

CAN-B9-FTLCL: platform. But that's not the only thing you'll see that pdk, also shows this particular statistic where they say it's not only for transfer, there's also a focus on preparation for the career workplace. And in a way that's what they play up to. But the fundamental issue that I want to put there is Pdk is founded on the principle that

CAN-B9-FTLCL: it caters to, not just scholarship, but also a fellowship and leadership aspect that they anchorage. And especially when our transfer students are looking for scholarships. That's where PTK plays an extremely big large role in in the way it's positioned, and I think, in line with what

CAN-B9-FTLCL: Charlene wanted. I think I also put in there as this last slide to answer the question of How can we bolster the transfer rates on multiple fronts? I think it's awareness, and I not just for learners, but also for every stakeholder group within the campus faculty administration staff to kind of encourage students. Because again.

CAN-B9-FTLCL: there is no office for pdk, there is no grant for PTK. There's no sustainable work, you know, folks that are assigned to PTK. This is an external organization, it's countrywide, of course, and supposedly international to a a few countries. But essentially, we're looking for some kind of systemic support.

CAN-B9-FTLCL: And I mean something that's built into what we already have. Maybe in the college because right now, it's sustainability is dependent on the fact that it takes a lot of time and effort. But obviously, very few hands going up in terms of how all of the aspects, including the administrative aspects, are, you know, completed today.

CAN-B9-FTLCL: It is college funded right now, especially for pdk events. We have a big event coming up, and 2 weeks from now, where we, hosting all 3 campuses for for an induction ceremony that we do. But that's an example of the kinds of things that the college is funding right now. So I'll stop here, Paul, do you want to add something that I may have missed something? I would, Dilling, I would add.

CAN-B9-FTLCL: other than I'd had 2 things. One is, this is one of the few programs along with Rebecca's honors transfer program that is essentially focused on students that either arrive well prepared or become well prepared while they're here. Right. So if we're gonna serve the entire student, then that's we kind of, we have to serve those kids as well as the ones that work serving that we think we get a lot of that are under prepared or seeking to get prepared. That's one comment. The other one would be to some degree and we have done more and more aligning ourselves with honors transfer program, because that's where we fit.

CAN-B9-FTLCL: We see a lot of students in both programs. But ironically, the 2 programs that need the most awareness

CAN-B9-FTLCL: and need to have some vehicle to make them aware. Rebecca and ours don't have any funding for that, and don't have many people for that. So if there could be a way to leverage the 2 programs so that whenever one gets marketed the other gets marketed wherever that makes sense, then that might be a way to sort of save dollars, but at the same time get greater awareness, because, just as an example. I had a student who was in a veteran who came in and said, Hey, students don't know about this. In the Vet center.

CAN-B9-FTLCL: Would you go talk to the vet the the organizer. So I went over and talked to Juan. He runs the vet center and we came up with a couple of things to do already. The problem is that only happens when us as a a for 2 at his conversation, happens between me and a student. There's no systemic way to do that, currently. And I think Rebecca faces the same challenge. I don't wanna speak for on her transfer program. But II kind of think that's true. Having served on that one as well. So that's all I'd add.

Maria Lara-Blanco: II like what Rebecca and Paul said right? Because again, you know, especially since we're really big right now into increasing our transfer and everything right. And so these are 2 programs that for sure have high numbers of transfer as many as the other do as well. I think when you have the counseling and everything together. That we should

Maria Lara-Blanco: you know there should be, there should be some way of of getting some funding for them. Question is there a cost to? Is there's a membership cost initially. Right.

CAN-B9-FTLCL: there is a $95 cost for the student when they sign up and that they pay on their own. Although eops so it's sort of interesting cause we've gone around and talked to different campus groups in Eops

CAN-B9-FTLCL: has very generously offered to pay whoever is qualified under Eops and is also a member. So that's great. And then again, as the conversation I had with the vet, I told him about what Eops did, and he went. Oh, we could do that. But again, that just happened because I had a conversation right that could happening for years. And there may be other programs that might be able to do that, too, depending on how their money is sort of limited. But I don't have the time and the energy to get to all of them.

Maria Lara-Blanco: Yes, Paul and I. So I think it's great, because a lot of the people who benefit are here in this meeting today. And that's my point. And I think that can make a difference doing your demographics right and the increase because $90 for somebody

Maria Lara-Blanco: it it it can, you know? Do you feed your child, or do you want to be part of this selfishly? They're not going to do that for themselves. Right. So, Eops, I know, does this, and I know that they give them the nice PTK sash, and they were so proudly into graduation. So you know, I see Myra here from promise. And I know that Umoja is gonna do a presentation. So maybe that's something for these other programs.

Maria Lara-Blanco: To. Maybe you know, do fundraisers, or something to maybe do the same if they're not any Ops, I think that it would increase the numbers, and it would be great.

CAN-B9-FTLCL: excellent. So we are good. Our time's up for this section. Okay, wonderful. Thank you. Thank you all. So let's go to our next one is our Yumosha. I'm gonna share my screen.

**Umoja**

CAN-B9-FTLCL: And I think, James, you are supporting that right.

CAN-B9-FTLCL: Yes, I'm supporting Amos. I'm here. I'm a I'm a sorry stand in for Leslie and Elizabeth and Michael, who are at the Umoja Conference right now we have, we have, we have Mahita, and then also autumn is here, and so we have a slide that Mahita put together for us. And so before we start, Mahita, let me just share with everybody the emotion team. So we have Michael Hoffman

CAN-B9-FTLCL: with math Elizabeth Terzakis with English, Leslie Ware with political science.

And so they're teaching the courses that the emotion students are taking fall to spring semester. The program

00:34:13.860 --> 00:34:32.059

CAN-B9-FTLCL: was in design for a year 2020 to 2021 ish, I mean, like, basically, it's almost like a 2 year process just to get it really going. And then we started finally offering classes in 2021 and then spring 2022. Picking up momentum.

CAN-B9-FTLCL: now, we we finally, I think, hit our stride this semester where we have solid enrollments in the classes we can now say we've got about. Leslie just told me yesterday.

CAN-B9-FTLCL: A 100 great check forms going out for students who are in the cohorted classes, but who also are black identified, who are in other classes. And so the program is working to kind of keep track of the students and keep them connected. I don't wanna get into all the details. My heath is much more familiar with this than I am, but I wanted to just acknowledge the team. And then also aly Alyssa Lukini in the welcome center has been a huge support.

CAN-B9-FTLCL: as Sarah Cortez has as well. Otto Mcmahon, who is here, is our full time retention specialist for Cwa, but has been doubling as our full time retention specialist for Moja. So big props to people from different areas sort of coming in and pulling resources. To support our black students and our program participants, because not all the students in Umoja are black or black identified.

CAN-B9-FTLCL: There's also students from all different backgrounds and cultures. And so we welcome everybody into the program because it helps to just.

CAN-B9-FTLCL: you know, incorporate folks. And people can learn about other cultures and learn about the black experience. And we just think it brings an important dimension to students learning. So with that, I'm gonna stop talking and hand it over to Mihita, and then maybe I'll fill in some blanks around student success. We don't have data, hard data right now on transfer, because we're just getting started. So what we do have in the program

CAN-B9-FTLCL: pre primarily is a success and retention program right now. And with those numbers it's impressive. It's stark. The differences. In the end, the successful impact the program is having. And students in the program versus students who aren't. Even with the same instructors teaching poly side classes or math classes, so we can share a little bit about. I can share a little about the data. But I think I wanna hand it over to Mihita so that she can enlighten us about some of the great things that the folks in the team are doing.

Mahitha Rao: Hi, James, thank you so much. Hi! Everyone! The entire mode at me included. We're all at the Mojo Conference right now, but I definitely wanted to hop on and talk a little bit more. Now I'm gonna be there for the for the next slide super transfer stuff. But

Mahitha Rao: yeah. As James mentioned, we've just been growing a lot. And the main thing is that our classes are Umoja. So they do have a curriculum that is centered around black history, black ideology, black authors? But they also work towards transferring so they follow the same cohort model from fall to spring and they have a close relationship with me as a counselor. Where I can help work on their

Mahitha Rao: transfer goal, their educational goals. We've done campus visits. So a lot of the conferences that we've been on. We've taken students. We have a student right now who's at our conference? And a lot of times either we'll take them on our own to a campus visit or the conference themselves hosted. So last last year, when we went to last year last semester, when we went to a conference. We took students to Ucla that you can see in the bottom right hand corner.

Mahitha Rao: This, and tomorrow there's a campus visit to Sf. State held by the Umoja Conference. So that has been a really great opportunity just to give students the the chance to see campuses see themselves there. See if that's where they feel like they belong.

Mahitha Rao: And connect to other black students services on campus, too. And definitely those partnerships with hbcus. I know there's a lot of scholarships that are going on hbcus except adts. So that's the pathway that we're helping a lot of our current students who are interested in Hbc's work towards

Mahitha Rao: definitely as counselor, always helping them make sure that they're working towards their transfer goal. We've done workshops. The transfer center has been really great at sharing resources with us as well for any Hbcu drop in application assistance. Things like that.

Mahitha Rao: And our black student union is up and running again this semester. And it has been really beautiful to see all of our students create community with each other, and also talk and work towards their goals, motivate each other along with the black students. Matter Committee to really ensure that all of our students are feeling safe, protected.

Mahitha Rao: feel like they are able to reach their goals as much as they can.

Mahitha Rao: and the whole team has been extremely supportive. So that's that's counseling. And some of our transfers services. Last year we had about 2 or 3 Umoja grads slash transfers, and this year there's gonna be more. So we're really tiny right now. But I know we're we're definitely growing and gonna see more and more transfers and graduates as as the years come.

CAN-B9-FTLCL: Great, wonderful! Oh, you are time! Well, perfect!

CAN-B9-FTLCL: Share all the boring data. Do you want to take 2 min to share? And then we have 3 min, so you might be saved after all.

Mahitha Rao: something also wanted to mention is, we also have a lot of shared students within promise and and trio, and just every other student service which has been great. Because we've been able to just add on to other financial services, because we we just got approved for statewide funding. So we've been kind of working with what we have. But, the collaboration of all the different programs that are students are part of also really help. So huge. Thank you to everyone.

CAN-B9-FTLCL: It's great.

CAN-B9-FTLCL: Yeah, right? I can share some highlights with just success rates, and just sort of where where we're at. And I'll

CAN-B9-FTLCL: So so black students, n non Umoja, black students have about a 57% success rate in English classes. Our Umoja students this spring. 20 of 20, our last. I'm sorry.

CAN-B9-FTLCL: going back to to spring. 2022, 16 out of 20 completed. So we have about a 71%. I mean, about a sorry. And I'm getting confused in the data here, right? 87% success rate for the for the black identified students in the Umoja versus an overall success rate of 71% for all students.

CAN-B9-FTLCL: So the black students in the emotion classes are outperforming all students in in English, 1, 10. So there's we, just we're seeing this consistently across math and also political science. And so now the the the thing to to

CAN-B9-FTLCL: keep building on is the faculty and the classes and supporting them and supporting the students because they're they're putting in a lot of energy and time right? And the success rates aren't just based on the student learning. They're based on the support that we're receiving from counseling and from, you know, autumn as a retention specialist, and the time that faculty are putting in those kind of softer skills types of things because oftentimes the students.

CAN-B9-FTLCL: It's not that the students can't do the work is that sometimes their live situations make it so they can't do the work. And so we're really working on that holistic approach. And it's it's really, it's paying dividends and success rates and retention rates. So as we keep building that out, the next thing is okay, now, how do we really make sure that all of these students are transferring? And so we're really excited about it, because, as Mehitha said, we're growing, and we're seeing a lot more students now.

CAN-B9-FTLCL: and so it'll be. It'll be really exciting to see how it continues over the next year. 2 years, as we start seeing the students transferring. It was something that you actually mentioned when you were before you found your data. It's something that I've been thinking about this week because of something that happened. But the idea that first you were saying you didn't know sort of what the success rates for, and that kind of thing

CAN-B9-FTLCL: right, and I think we spend a lot of time looking at that, and I get it. We have to. But I had a student enroll in both Econ classes against my better judgment. He's a promised student, and I didn't tell him not to do it, but I didn't think it was a good idea. It turns out it's not. Came to me about a week or so ago, almost in tears, could tell. He was swamped beyond all belief.

CAN-B9-FTLCL: and we started talking, and he started to come around to the idea that I probably can get through one and do well.

CAN-B9-FTLCL: But I'm not gonna be able to do 2. He's gonna but you could tell he was constrained by oh, I need to have X number of units. Otherwise I won't be in this program. But and I'm like, okay. But you know, what's the greater good being served here right? And it got me thinking right. He's gonna show up as a failure statistic. And yet if he walks away, knowing that he took too many units, and he needs to understand how to manage his time better and do better then he's not.

CAN-B9-FTLCL: And I think that's a problem with our data. And and I don't know how we get around that. But I think we have to be aware of it, and we have to have a different way to think sometimes about what a success is and what isn't a success, and that you just made me think about it because I had this guy come to my classroom even talking about looking at ways to build in antiracism, practices

CAN-B9-FTLCL: it like you just said the student came to. You, shared this with you. You contacted, you worked with the student, and then you start thinking about it. What is our definition of success, and in this case the failure can still be a success. When the student comes back to us. And it's not a matter. This is sort of kind of part of the Umojafication of just perception around failure and what it means to continue or not.

It's Ok to not pass the class. But it's definitely not Ok to not come back. So it's Ok. And so we can also look at

CAN-B9-FTLCL: second attempt rates. And so we can kind of build that in. So it may be the first attempt you did to succeed. But that's okay. Come back to me next semester. We'll get you through this next one. And then that's where you also see the persistence rate. So it's re conceptualizing failure. I just have a quick observation comment. And that is II just feel like

CAN-B9-FTLCL: programs like Umoja, but also with PTK and honors, they're having a real big impact. I'm not here to look to parse the numbers. But what I see they have in common is

CAN-B9-FTLCL: there's real community building. right? And that

CAN-B9-FTLCL: without looking at numbers, just using basic common sense and psychology sociology that makes it impact. So I I'm happy to hear all of these things that are happening. And I just feel like there's so much effort and community building that you've done. You've done, and other people are doing

CAN-B9-FTLCL: that. It's going to pay pay dividends. So that's my only observation. Thank you. Thank you, Rebecca, and then we will wrap this up.

Rebekah Sidman-Taveau: Well, thank you. So one of the things I've been thinking a lot about in honours, which I wonder is done in the emota training is, you know, thinking about alternative forms and assessment. Like, I had a student in the Mosa program who had so many skills and reading and writing. Is was challenging for her for a number of reasons. But I wanted to her to have another way to demonstrate her learning. And so in the honors program we're thinking about.

Rebekah Sidman-Taveau: you know how people can do honors, projects, different types of honors, projects that aren't necessarily the research paper, and and that's in a lot of the anti-racist literature, like different types of assessment. Being creative and and letting in ways that students can demonstrate their knowledge.

CAN-B9-FTLCL: Wonderful. Thank you. Thank you. Our next presentation is from Gloria

**Transfer Plan and Transfer Center**

CAN-B9-FTLCL: transfer plane and colds. You transfer center. Yes, I'll go ahead and get started. Hi, everyone! Can you all hear me? Just wanna make sure. So again, my name is Gonzalo Risson. I am the interim program supervisor for colds, you transfer center. This is a position that's arise, Robbie held for many years, and so I've been serving as interim since January 2023.

CAN-B9-FTLCL: And so we have all of us on our team here presenting. So we'll be taking different parts of the presentation.

CAN-B9-FTLCL: We did ask to combine the transfer plan as well as the services that the colts you transfer center provides. So if we could. And on this slide, I just wanna point out, this is a picture from a recent transfer day event that happened on October seventeenth. That's our annual college fair. So I'll get to that as one of the examples next slide. Yes.

CAN-B9-FTLCL: So what is the transfer plan? I wanted to start with this. In 2021 a college wide committee was designated by Pbc. To develop, promote and scale up college activities that promote transfer success. This committee was composed of the Dean of counseling the Transfer Center Supervisor Counselors, a director of postsecondary success and university partnerships.

CAN-B9-FTLCL: the pre-office, the Stem Center, and 2 student representatives from the Ascc Senate. This committee produced a document in Spring 2021 with 4 main objectives that you see here on the screen with actions, timelines, and evaluation measures through 2024.

CAN-B9-FTLCL: So I'll just. I'll just go through and read them because we're gonna be referencing them back when we talk about our activities and ways that we support students transfer goals. So objective. One. Identify the support milestones and gaps in the transfer journey for students. Objective 2. Build and strengthen relationships with universities and high school partners. Objective. 3 identify and address

CAN-B9-FTLCL: equity gaps in transfer, support services and objective 4 create a campus culture across all levels and functions that actively commits to supporting the transfer success of our students. Okay, next slide, please.

CAN-B9-FTLCL: So to begin with, Kenyatta college colts, you transfer center. We rebranded as colts. You transfer center. We're located in building 9 here, building 9 room 106. And this is just basically an overview of what we offer. So starting with counseling articulation, I'll be touching on a couple of transfer services. And then Mahita and James will be sharing the latest with university programs and partnerships that we've built.

CAN-B9-FTLCL: Okay, so with that I'll pass it over to Gloria. Hi, everyone. I don't know if I should look down or look up, Gloria. And just to follow up with Gonzalo, said, the fact that we have the call to transfer center right now is just such a boost for transfer, and little by little we're getting more students that are just walking in and looking for somebody to talk to a question to ask.

CAN-B9-FTLCL: We never really had that kind of center before. So it's really going a long way. So I'm just gonna mention some of what we call the direct student services that we do. Of course, it's one-to-one counseling. And within that counseling, it's it's doing the transfer student Ed plan. And it sounds simple. But we all know that if students are are applying to 5 different Ucs.

CAN-B9-FTLCL: They might have a different set of 5 different sets of major preparation. So it really takes a lot of work, and all of our counselors do transfer counseling. They're all they're all that's part of the counseling that they do. I'm specifically a transfer counselor. So I probably do a little bit more, but everybody is is trained to be able to counsel in in transfer.

CAN-B9-FTLCL: We have the transfer center has a lot of drop in and right now we're doing extensive drop in for transfer application help, because October, November is is the big period and with that also transfer workshops throughout the year. That I mentioned the application, assistance, application drop in, and that's both zoom and on

CAN-B9-FTLCL: campus, although what we're happy to see that there's more students that are on campus coming to the center. The Tag Review tax. Our transfer admission guarantees. We do a lot in

CAN-B9-FTLCL: me and Gonzalo and Saraya did a lot of review of the transfer app trans. Tag applications and made sure that there weren't any errors before students submitted. That's a really important service for our students to get a guaranteed admission to one of the 6 Uc campuses. So we promote that a lot on campus, and we also do verification

CAN-B9-FTLCL: of the adt degrees. What happens is, students apply to a Csu, and they put on their application that they are going to get an associate degree for transfer. But we are responsible for verifying the fact that they are going to get that. So sometimes students haven't petitioned yet we do a lot of chasing of students to make sure that they are petitioning for their degree. So here are some selected outcomes.

CAN-B9-FTLCL: comes we've had just in the fall. We've had 14 transfer application workshops. We've scheduled 32 drop-in sessions over these 2 months for tag applications. We reviewed 97 of the tag applications. So our numbers are going back up, you know. They drop dramatically, of course, is all numbers did during the pandemic, and then for the number of a Dts. We

CAN-B9-FTLCL: views and verifications that we did over for both fall 23, and spring 24. It's 136. So these are some of the active. There's a lot of activities, but these are kind of more the direct to direct student activities. And I also wanted to mention articulation as an important piece in terms of assisting our students to be able to transfer

CAN-B9-FTLCL: transfer, because, as we know, if students courses that they're taking here are not gonna be accepted as equivalent to wherever they're transferring. Then that's a big deterrent that either means that they're spending longer here. They're going someplace, else they have to take more courses after transfer. So there's a there's a lot of importance to the articulation piece.

CAN-B9-FTLCL: So submission of courses, for, you see, transfer submission for a getsy and Csu approval. And we've all know that we're transitioning to one single vehic pattern called cal getsy I do submissions to individual campuses for course, to course articulation.

CAN-B9-FTLCL: So that has to go to. Let's say there's a course. We want to articulate with Uc. Davis for major Prep. Then that gets sent directly from us to the articulation officer at Uc. Davis we monitor assistor for any gaps in articulation that that might still exist. We also do some articulation with private universities for

CAN-B9-FTLCL: course to course and ge articulation, and then we're always monitoring the Uc. And the Csu standards. For revisions in any kind of articulated articulation, related criteria. So some of the outcomes just recently in the last 2 years we had 25 new courses. That were approved for either Csu ge or get. See?

CAN-B9-FTLCL: I recently submitted in the past 2 months 10 new courses for course, to course articulation with our Csu's and Ucs. And then we have 7 new courses in the last cycle that we're proof. For, you see, transferability. So that's that's some of what the articulation pieces. And before we move on, one thing that I wanted to mention that we were talking about in our

CAN-B9-FTLCL: last counseling meeting as a barrier. One thing that's been difficult for us is when a student comes in with work from somewhere else, and they have a transcript transcript, then, that has to be evaluated by our transcript evaluation service, which serves the whole district at this time. That process is taking a year. It's taking 12 months.

CAN-B9-FTLCL: So even though counselors, we can sit there and say, Yeah, this looks like it's gonna satisfy your math class in your English class. And Ge and major prep. Students are not guaranteed of that unless it goes to the evaluation team, and it shows up in degree works. So that is, that has been a barrier, and and students are getting pretty frustrated with it. So I just wanted to mention that because we want to be advocates

CAN-B9-FTLCL: for it and help in any way that we can make that process a little bit quicker. Okay. sorry. The 2. Thank you, Gloria. The 2 areas that I, wanna highlight, are how we do outreach to our students or communication strategy. And then a couple of our student engagement activities. So most of you are familiar with our transfer center website. If you haven't visited recently, there have been some changes. And again, a lot of

CAN-B9-FTLCL: of it is the new programs that I should mention. Dr. Mary Ho. As the director of postsecondary success has established as a university partnership. So what I wanna highlight here is every week we get a transfer milestone dashboard report from the pre-office. And that's a list of students. All the students who have declared transfer as their education

CAN-B9-FTLCL: goal. Right? And so we use that list to reach out to individual students, or maybe groups of students. Let's say, for example, like Laurie mentioned, they're getting. They may be eligible for tag if they're approaching the 30 units. So on this list there are 1,941 students, as of this week.

CAN-B9-FTLCL: and in addition to that, we also launched a new program, canvas shell. And so far we have 755 students who are active in the shell, and this is a great way for us to connect with students. Given all the information that they have to manage, all the timely information that universities send out. It's really important that we find a faster way to communicate with our students. So I think the canvas shell

CAN-B9-FTLCL: has been a big success, I would say so far, and this communication efforts it connects to objective number one of our transfer plan. How we communicate our support to students, and then how we share that with our our campus partners next slide, please. So how do we engage with our students? So there are a couple of ways. And since Gloria, you mentioned the pandemic.

CAN-B9-FTLCL: these 2 activities were definitely impacted by the pandemic I want to underscore that in 2020 transfer day was virtual only, and of course 4 year University suspended all college campus visits and offered interactive virtual tool tours. So these events are crucial right for students as they make decisions, especially if they're first generation. College students

CAN-B9-FTLCL: visiting the campuses, being able to communicate with university reps is crucial for the for the successful transfer last month we held transfer day on October seventeenth in person. We held it in person in the grove. We had 40 universities table for our students. So this was a mixture of Uc's Csu's private and some out of State universities.

CAN-B9-FTLCL: There were some reps from online programs and international admissions. We collected 58 passports, but we know that more students benefited who came through who did not necessarily turn in a passport. It was very well attended. Lots of great feedback from the university reps. And I also wanna point out that transfer day has historically been the culminating event

CAN-B9-FTLCL: for a transfer month, a strategy towards building a transfer culture at Kenyatta College, which again connects to objective 4 of our transfer

CAN-B9-FTLCL: this semester. I also want to mention that for university field trips, Coltsu Transfer Center, collaborated with trio student support services, Eops V-rock promise, Umoja spark point undocumented community center and learning center interest areas to bring back university visits for our students, we were able to transport a total of 25 students on 4 university visits. This semester

CAN-B9-FTLCL: you may have seen in the President's announcement we were at Uc. Santa Cruz last week. This activity also connects to objective Number 4 of our transfer plan increase and institutionalize regular university visits for students. In order for this to happen, we need more funding and more communication and coordination from our campus partners. And then the last thing I want to mention is, there is interest to form

CAN-B9-FTLCL: a brand new transfer student club, and this is another way to engage students peer to peer. Connections we know make a difference. This is under objective 4 of the transfer plan as well. And so with that I will toss it over to my colleagues, Mahita and James, who will tell us about university partnerships with the goal of closing transfer equity gaps

Mahitha Rao: promise

Mahitha Rao: time or last meeting. But I'm really honored if for folks in the room who don't know already. I'm stepping into Mary Hose role until march as director. So I am excited to present on all the amazing things I know she's worked on, and that I hope to continue to build on in the next few months. So one of the one of the newer initiatives is our title 3 grant serving our anniversary

Mahitha Rao: peasy students on campus. And what it means to be an anapes institution is that at least 10 of our students identify as Asian.

Mahitha Rao: Native American, Pacific Islander, and 50% of those students are PAL eligible. And so arc is under overarching star initiative that supports and a PC students. And arc is the transfer pillar that

Mahitha Rao: that focuses on closing equity gaps for our Asian. Phil connects Pacific Islander students. We just launched this fall with the partnership with Sf State and although the partnership is specifically with Sf state, we're collaborating with Csm and skyline and we're also there to support all students throughout their transfer journey. Not just to Sf. State

Mahitha Rao: next slide.

Mahitha Rao: sorry. Go ahead, James. I'm gonna pass it over to James. Alright. Hi, everyone. My name is James Sagan

James Aganon III: program Services Coordinator for the Col Shoe Transfer Center and our transfer pathway program as the art Psc. I work closely with our peer mentors in establishing and strengthening relationships with their art mentees to foster sense of belonging identity and presence within the campus community.

James Aganon III: Our our students are invited to different S of State specific transfer events arc held a transfer workshop called Map your pathway to S. Of State. We're an undergraduate mission specialist presented about this as of State from admission, major offerings and student services options at the S. Of State campus.

James Aganon III: Additionally, our students and staff from Kenyatta, Csm. And skyline, visited as of state on anapesy day this semester, and had the opportunity to tour the campus and hear stories from transfer students and instructors regarding their as of state experience. And finally, we will complete this semester with a mental health and wellness workshop

James Aganon III: to support our architects, not only through their academics, but also their personal well-being, and we'll intend to celebrate our the end of this semester by having a get together. And just, you know, closing out the semester and celebrating success stories, those kind of things. So thank you.

Mahitha Rao: Thanks, James. Yeah. And since we are still very, very new, and we don't have a retention specialist or a counselor yet. The peer mentors and James have been really integral and making sure students in our program are getting the support they need being directed to the right resources. And we're hoping to keep. Continue to grow super quick. I know we have, like 1 min. Our university partnership

Mahitha Rao: with Notre Dame Dana University. Students can transfer to this university with an Adt and business or psychology, and they really provide wraparound services. So mentorship, high-touch career support financial literacy. And also we provide personal counseling services

Mahitha Rao: and the last slide.

Mahitha Rao: oh, no. Sorry you could go back there. Okay, we Ndu also provides institutional aid. No textbook cost. Also working with cwa, to make sure our students who are working. Adults get access to Indian use evening and online hybrid courses. And just like a really good alternative for students who want that small class sizes and one on one relationships with with universities. And we have

Mahitha Rao: currently 14 students enrolled and just like all small liberal arts, colleges, enrollment struggles especially with the cost, is something that I know they're working towards. But we're just gonna continue that partnership.

CAN-B9-FTLCL: Thank you so much. So all of you could you please, if you have any questions or concerns or comments put in the chat so we are not going to have question for this group you can hear. This is so packed, so much information and then transfer center called, You have done so much. So I'm just going to continue move on so we can leave in on time. Thank you.

CAN-B9-FTLCL: Okay. Next one is

**EOPS**

CAN-B9-FTLCL: EOPS. Noreen.

because.

CAN-B9-FTLCL: Hello, Hi, everyone.

Lorraine Barrales-Ramirez: I I'm gonna turn off my camera only because whenever II have my camera on and they're sharing it will. I sometimes get cut kicked off. So I just wanted to give you heads up. That's why my camera is off.

Lorraine Barrales-Ramirez: I just wanna give a brief overview in regards to Eops. So Eops is the umbrella program to

Lorraine Barrales-Ramirez: 3 different programs. We have within eops. We serve low income students who must have applied for financial aid.

Lorraine Barrales-Ramirez: And have been, historically disenfranchised. To succeed in college. And typically that is a first gen college students are English language learners. So we have the majority of our students who are first gen, and are in the Esl program

Lorraine Barrales-Ramirez: within eops. We also have a program called Care. Our care program works specifically with students that are single parents and either themselves or their child is receiving cachet

Lorraine Barrales-Ramirez: through the county called Cal Works.

Lorraine Barrales-Ramirez: and the the the child of the student needs to be under the age of 18 when they

Lorraine Barrales-Ramirez: apply for the care program specifically within ups. And we've also had supports for our foster youth. Success initiative for foster use students. For a few years. It's an initiative through the Chancellor's office. But unfortunately there was no funding for it. So we had very minimal support for students in the past. Fortunately, in the last couple of years we've been able to secure a small grant to assist them.

Lorraine Barrales-Ramirez: Are are foster you students on campus but more recently, the the State approve an expansion of eops to include what's called next up statewide to all the community colleges under Eops to fully support students foster

Lorraine Barrales-Ramirez: foster youth students who were previously are currently in foster care.

Lorraine Barrales-Ramirez: Good next slide. Thanks.

Lorraine Barrales-Ramirez: The eligibility requirements for Eops students. Has to. They have to be in at least 12 units

Lorraine Barrales-Ramirez: or more unless they are in the Drc program. Then there is not a unit requirement.

Lorraine Barrales-Ramirez: They do need to be California residents which can include students who are A B 5, 40 eligible

Lorraine Barrales-Ramirez: and, as I mentioned, they also have to applied for financial aid. And so they have to have the Ccpg

Lorraine Barrales-Ramirez: eligibility.

Lorraine Barrales-Ramirez: And they, since it's for jen college students, they cannot have more than 70 degree applicable units completed at the time of application.

Lorraine Barrales-Ramirez: and then meet one of the educationally disadvantaged criteria

Lorraine Barrales-Ramirez: as I mentioned earlier, care works with

Lorraine Barrales-Ramirez: single parents, and they must be receiving cache a through the through the county

Lorraine Barrales-Ramirez: and then our next step students they are either currently in foster care, or previously in Co. Foster care between the ages of 13, and when they apply between the ages of 13 and 18, and when they apply they cannot be older than 25. But for Fysi students there is no age requirement and no requirement of when they had to be in in foster care.

Lorraine Barrales-Ramirez: Next slide, please. Thanks. So our benefits under the Eops umbrella 1 one before I go into the the benefits that we have. I do wanna ask if anybody knows so next year will be eops's 50 fifth year.

Lorraine Barrales-Ramirez: In in being a program in the California community colleges. Does anybody know which?

Lorraine Barrales-Ramirez: Community college.

Lorraine Barrales-Ramirez: the eops was

Lorraine Barrales-Ramirez: was modeled under. And I'm gonna give you a guess that it was. It's a it's a lo local school

CAN-B9-FTLCL: read readiness program

Lorraine Barrales-Ramirez: and Eops is modeled under Csm's program back in 1969. So next year we're gonna have our 50 fifth year of of Eops.

Lorraine Barrales-Ramirez: So I just wanted to to give that a

Lorraine Barrales-Ramirez: thank you for that. Who was the one that said Csm, I can, I can see.

CAN-B9-FTLCL: Thanks. James.

Lorraine Barrales-Ramirez: Foster success for them to be earning certificate degrees in transferring.

Lorraine Barrales-Ramirez: And so the requirements for the program we have to as as a program provide. I don't know if you've heard this the slogan before, but over and above, in addition to what the college already provides to students, and so as our college is wonderful and providing great support for our students here Eops has to go over and above what Kenyatta already provides. So we always have to be looking at new ways and innovative ways of

Lorraine Barrales-Ramirez: supporting our students. But some of the basics here, and thank you, Shalan for 2 min, I'm gonna say, really quickly. Is our counseling and retention services.

Lorraine Barrales-Ramirez: our financial assistance. So this is the financial assistance is on top of what the serve the students are already receiving through promis through Spark Point. They're getting that on top of it, and we do pay for the Pdk fees for students. We also provide educational equipment and school supplies which can include, lending out laptops and calculators, but also giving the essential school supplies that students need.

Lorraine Barrales-Ramirez: We also provide assistance with transfer applications and fee waivers for Csu's and uses as well as the private schools will help them with that. And if if money allows, we also can pay for additional application fees, we provide priority registration

Lorraine Barrales-Ramirez: first day is only for eops, foster calworks, homeless use. Drc. And student parents and veterans next slide.

Lorraine Barrales-Ramirez: And I'm just gonna so care. We provide an addition to that, students are able to receive additional services through care. I'm gonna go to the next slide. Go ahead. We're just gonna go quicker.

Lorraine Barrales-Ramirez: So mei, next up and foster you. We also provide a grants. We have a class that a college success class that we provided an additional workshops for specifically for our next step students and fostering students. Next slide.

Lorraine Barrales-Ramirez: We just purchased a a curriculum called career launch. Which is focuses on first, gen, students who don't have the social equity to really make the connections of finding the hidden market in in regards to jobs and internships. And so this curriculum really is focused on helping them build those critical skills in order to making those those connections

Lorraine Barrales-Ramirez: next slide

Lorraine Barrales-Ramirez: and just finally, in regards to transfer specific supports that we provide. And information is that as I mentioned previously, we do provide fee waivers as part of being an eops students get 4 cs and 4 Ucs application fee waivers.

Lorraine Barrales-Ramirez: We assist with the private universities. Most of them will have fee waivers. But they're not easily found. And so sometimes we have to fill help. Students fill out the forms for those, so we help them with that, or we can, as I mentioned, pay for additional application fees.

Lorraine Barrales-Ramirez: Group counting sessions. What we provide is a form of workshops that we call group counting sessions that have specific themes. And in the past we've had, collaborated with the transfer center to provide

Lorraine Barrales-Ramirez: transfer workshops specifically for Eops students.

Lorraine Barrales-Ramirez: We also help them with applying to the Eop program at Csu's because that's a separate application within the Csu application.

Lorraine Barrales-Ramirez: And then, more recently, right now we have the Csu has had the dual enrollment, the pathways to success. For the newly graduated high school seniors. And so we specifically targeted our new students who are high school. I'm sorry, who just recently ha graduated from high school to help them fill out that the application that needed to be submitted as a September thirtieth

Lorraine Barrales-Ramirez: within our counseling, because we require counseling at least 3 appointments E each semester students are able to get assistance, either individually, with filling out the transfer applications to have even additional counseling appointments. It's not uncommon for my transfer students to come and see me. Maybe you know, 6, 7 times in that semester when they're filling out their applications to transfer. We also

Lorraine Barrales-Ramirez: when we're helping students with their graduation petitions, we look at not just if they're going to be receiving one degree or certificate. But we really look at making sure that they are petitioning for multiple degrees and petitions. Not just you know the

Lorraine Barrales-Ramirez: just one

Lorraine Barrales-Ramirez: we have drop in counseling every Monday for students as well as more recently, we're going to be offering drop in on November thirtieth, which is the the deadline to submit Csu and Uc applications.

Lorraine Barrales-Ramirez: Last year for 2223. Some of just our graduation update is that we have 45 graduates and transfer students of those 31 students earned 33 Adt. And 30 of them transferred. That's it.

CAN-B9-FTLCL: Thanks wonderful. Thank you so much. And please do put your comments and questions in on the chat, and then Lauren will be able to answer them, and and I will capture all the chats. Thank you, Lorraine. Sorry to rush. We still have 3 presentation. Good job. And so then trio next one, the trio the team is, it's not here, and so I'm going to

CAN-B9-FTLCL: just skip trio. So if you have any question about trio, they have the Powerpoint once Pager here, so I'm next one is athletics which is the code learning community.

**Colts Learning Community**

CAN-B9-FTLCL: Nick, you are up.

Nicholas Martin: Hi, everyone! Thank you so much for having me again. My name is Nick Martin. I'm the athletics counselor. I'm actually filling in today. For

Nicholas Martin: Eric Gaspar, who's literally on the field right now with his team and soccer. And they're playing against skyline. So he wasn't able to to be here today. So hopefully, I'll be able to

Nicholas Martin: represent the colts learning community as accurately as best as possible. So I was wondering if I was able to actually have some additional slides that I didn't put into this Powerpoint. Am I able to share my screen. Okay? Great.

Nicholas Martin: Okay? So cold learning community, we are. A cohort of student athletes. And it's mainly for first year student athletes, and we provide

Nicholas Martin: cohort restricted courses for the fall and spring semesters. So for fall we have, for the last 4, 5 academic years we provided com 130

Nicholas Martin: math. 200. And then in the spring, I'm teaching career 137. I have been teaching career 137.

Nicholas Martin: So and also I wanted to mention our com. 130 has traditionally been taught by Professor Covin who has moved on.

Nicholas Martin: So we're looking to figure out how we're going to fill that that spot, that role moving forward. And then, Professor Hoffman has been graciously serving on the call serving community teaching our math 200 class. We also have some support classes that are one unit. Athlete success

Nicholas Martin: first year and second year classes called Kin, 137, and kin 138. Those are taught by

Nicholas Martin: Eric Gaspar and Katie Perkins and sometimes also Eddie Harris, our basketball coach.

Nicholas Martin: So that's what we've been providing of. How we support transfer is, you know, of course, we select classes that are transferable to the Ucn Csu system. Also, we're looking to add, potentially English, 100 and English, 1, 10 for fall 24, and spring 25

Nicholas Martin: so we also provide extra support through our our coaches, our instructors, and of course counseling academic support.

Nicholas Martin: other various campus resources. Athletes have various specific specialized athletic eligibility rules that must be followed, not only for eligibility to play here in California community colleges, but also for being eligible to play at 4 Year universities. And so I'm providing that counseling eligibility support throughout

Nicholas Martin: the years for both the fall and spring sports? So some things that I wanted to show you some, some outcomes and some things that we've learned

Nicholas Martin: go to this slide.

Nicholas Martin: So we have some data here on our head, count success and retention.

Nicholas Martin: and we compared our, you know, general athletes to our colts, learning community students. So athletes. Right now we have about overall. We have about 100 and

Nicholas Martin: 60 roughly 160 student athletes. Colts, of course, is a much lower amount of student athletes, because we just simply don't have enough courses to, you know. Provide for all of the student athletes.

Nicholas Martin: So. But we've compared. We have some data here to compare our athletes to the colts and also to the general population of students who've taken more than 9 units and we've got data back through

Nicholas Martin: 2019 2020.

Nicholas Martin: And so, as you can see from our success rate there in the middle our success rate has climbed steadily since 2019 for our cult students, especially compared to the general athletes, and also the general population

Nicholas Martin: and our retention rates have also climbed to bed or stayed steady. For our Colts students compared to the general athletes and the general population there.

Nicholas Martin: So some other things I wanted to discuss is how we can enhance our transfer services.

Nicholas Martin: So the the program started off as something that we hope to become institutionalized. And Professor Covin and also Eric, have taken on the role leadership role

Nicholas Martin: in the Colts learning community. For you know, administrative duties collaborating with faculty making updates, doing meetings, scheduling, marketing,

Nicholas Martin: all coordinating all of the the support for the student athletes, also updating the website. And so they've been getting pointfour, I believe, reassign time.

Nicholas Martin: And so that's something that you know definitely, we're looking to try to to get some more staffing support like a Psc or retention specialist. To help support. And also we're looking to expand a dedicated space in building one

Nicholas Martin: just for our student athletes.

Nicholas Martin: So that would definitely require some additional staffing as well. So that's one thing that we feel like we could definitely enhance our transfer services by by doing that

Nicholas Martin: also wanted to mention and echo what? Some other

Nicholas Martin: counselors have mentioned in their presentations about the transfer evaluation services transfer evaluation services is also have been a big challenge for our student athletes, because, we have a lot of athletes that come in as transfers from other colleges

Nicholas Martin: and universities. And so athletes are at a very you know, specific timeline. They only have a certain amount of time to actually play their sports, and so they are needing, you know, to have their previous coursework evaluated quickly, so that they can be eligible to play with us, not only to play with us, but also to potentially play at a 4 year. University division one division, 2. Or what have you?

Nicholas Martin: And so we have a some difficulty with our athletes getting evaluated and earning their degrees. So we would definitely support more, you know, support for tes, making it a a much higher priority. For, of course, Kenyatta and for our entire district.

Nicholas Martin: And that is just about all I have. So I am open for questions.

CAN-B9-FTLCL: students from the group. Oh, I see

CAN-B9-FTLCL: any question from the Zoom

CAN-B9-FTLCL: Rumi.

CAN-B9-FTLCL: Oh, that's good, hey, Nick? You did wonderful job. No questions.

CAN-B9-FTLCL: Continue. If you thought of something, please just put in the chat. Okay, excellent. So we will go to our next.

CAN-B9-FTLCL: Nick. I need you to stop sharing, and our next one is our curriculum.

**Curriculum Committee**

CAN-B9-FTLCL: Just take it over. Lisa's not here right now. Oh, okay. So Lisa Palmer is the chair of the Curriculum Committee as articulation officer. I'm also a member of the committee and a member of the Technical Review Committee, which is the first body that

CAN-B9-FTLCL: reviews any new or revised course curriculum that comes through before it goes to the full body. Oh, Lisa, there! Okay, cause I think she was. Gonna do the first slide. Lisa, are you ready to do the first slide. Yes, my brain is a little fried. But yes, I think we all are. Imagine. Yeah, I can't believe you're on Slide 88.

Dr. Lisa Palmer: Oh, my goodness, yeah. So, Gloria, I just I literally just popped popped in. So these are all of the things that the car curriculum committee does to support, transfer articulating courses, ensuring that to the extent possible, our transfer courses align with Cal. Get, see! Which is upcoming and imminent, and upon us

Dr. Lisa Palmer: identifying courses appropriate for transfer or ge working with Csm and skyline. So this is, I think, is a a little bit more is on an next slide as well, because we're really trying to align. And we're also trying to align as a district. As we approach calgeti, and also common course, numbering so that we have a system in place, a plan in place, and we're not continuing to diverge. But we're actually coming together so that students

Dr. Lisa Palmer: are getting that students are getting the same information wherever whichever college they're at and the same opportunities.

Dr. Lisa Palmer: Adding curriculum updates to program maps to ensure students have current information. The next one's really for counselors. This is part of is that all students who identify transfer as their goal non uc transfer need to be put on an adt and associate degree for transfer now. So that's a counseling change.

Dr. Lisa Palmer: and we're enabling units earned across the district rather than just those earned a kenyatta to be applied toward degrees. That will be we approve that update, and it will be in the next catalog. And finally, we're also nudging faculty to assess and offer credit for prior learning, which includes by exams military experience as well as work. And that's an ongoing process. But we've been spending a lot of time on that last couple of years

Dr. Lisa Palmer: next slide.

CAN-B9-FTLCL: just to add something that Lisa said. Especially when new courses come through curriculum like our recent biology, 133. We really look at it. From a lens of is this gonna be approved, as is, for you see, transfer? Would it fit into a Ge area. And we make recommendations based on how we see that course.

CAN-B9-FTLCL: So that's a big role that curriculum plays with any courses that come through even revised courses. If if

CAN-B9-FTLCL: a course, for example, either puts in a prerequisite or eliminates it, it may not be in line with our C CID descriptors. And so these are kind of the eyes that we have on on the curriculum as it comes through. Some of the other outcomes that curriculum committee has had. There has been, like, Lisa said, more emphasis on district alignment.

CAN-B9-FTLCL: both courses, degrees, etcetera, and for Spanish courses. The numbers were changed to align with. I think, the numbers and the units were changed to align. With other Spanish courses in the district. Environmental science, with their lab numbering. They numbered this the same as the rest of the district and anthropology.

CAN-B9-FTLCL: changed its name to biological anthropology to be consistent with the district. So more and more again, we have our eyes on these kinds of things that are coming through, and and Lisa also through the District

CAN-B9-FTLCL: Curriculum committee. And there's a district work group that's formed around the implementation of which is the single Ge pattern. That will eliminate Csu ge and get see, and there will be just one pattern called Calgetsy. A lot of work with that. The district is.

CAN-B9-FTLCL: is aligned as best we can around. That is almost even a bigger change is the common course numbering. I haven't been as involved in that as Lisa had. That's Ab. 1111, where wherein that

CAN-B9-FTLCL: courses across community colleges, for example, our English 100 and the course the freshman comp course that's equivalent to that across the community college will need to have not only the same number, but also the same

CAN-B9-FTLCL: in the core, have the common core elements to them. So it's a big, that's a big change a lot of big changes coming. And we have recently updated the use of defense language proficiency exam, to be able to include

CAN-B9-FTLCL: if student. If our vet students have taken that exam to be able to use it to credit them in the humanities area for a language. I think everybody knows that we, the from the State level, there's been a big push to accept more credit for higher learning, including military experience and military education that that vets get through the military

CAN-B9-FTLCL: as well as even even things like portfolios, etc. So there's there's a big push for that And lastly, just working on creating the single transfer. Gd, pattern, we've been doing a lot of education around that. What does that mean? What is it? Gonna look like what courses are not gonna be grandfathered in so as much as we can get the word out and kind of be ahead of things. So we make sure our classes are positioned as best as they can be on the new pattern.

Dr. Lisa Palmer: So just quickly. We've learned that we need to explain these changes because there are a lot of changes going coming down from the State. Soon. We're going to need some clerical assistance to do all of this updating every single course, not even just the transfer courses. But all of our courses will be adopting a new taxonomy. So there's just gonna be a major merit major clerical effort coming up.

Dr. Lisa Palmer: but the Ab. 1111 common course numbering is starting next semester, but likely the full implementation will be by fall 27, and soon Kenyatta will need to revisit our local associate degree. So this is upcoming. This is discussions that have just started happening at the district level as well to decide if we're going to align with the associate degree

Dr. Lisa Palmer: that Cal get see path. Or if we're gonna continue having our different, our different, our degrees non aligned. How we wanna do it traditionally, our degrees did align with the Csu. But now, Cal, get, see, is not that same path anymore. Not this doesn't include specifically, gloria. I always get it

CAN-B9-FTLCL: Thank you. Thank you so much any questions. This is a huge lift from the State. And then I really appreciate Lisa and Gloria and the curriculum teams effort on this and lots of conversation at the district level as well. So any question for Gloria and Lisa.

**Susan’s Comment**

Hello Chialin –

I unfortunately won’t be able to attend today’s Transfer Taskforce meeting…. though I did want to express my excitement that this taskforce exists… and then also offer an idea/comment.

When Cathy Lipe started at the STEM Center, the most impactful thing she did (among many impactful things) was to streamline the system for providing services and messaging to students.  There were so many grants and programs available to STEM students…. it was confusing… and students got messaging from too many places and some students lost out on opportunities because they didn’t have the exact right background to fit into a program.   She just took all that and said… students simply need to join the STEM Center.  Period.  And then behind the scenes, staff figured out how to best serve the students.  Student didn’t even necessarily know if they were a “MESA” student… rather they just got the technical, financial, and mentoring support they needed and could take advantage of services.  e.g. If MESA funding was used to take students to a transfer day at an university, we’d take a bus …. and fill it with other STEM students too.

Could something similar be done with the transfer scene?   We have all these programs (Promise, TRIO, EOPS, etc…) that students join and get mentoring, resources, financial assistance and (sometimes redundant) messaging from.  Further… now students are also part of interest areas… so more messaging.  I routinely have students tell me that they ignore a lot of the emails they get.  That is not productive!  Also… we want to build community… but our students only have so much time for community… how can they find time for the events for Promise and their interest area, etc…

Could it all be combined in a more efficient way?  I don’t have “the” answer… but one example would to be to really bolster the interest areas and make all those support programs exist behind the scenes (like what was done very effectively with the former STEM Center).  Student can just get the support they need… and less different communication efforts.   Also, I imagine all these student support groups all try to do similar tracking and communications… in their silos.  Could this be more efficient if it was combined.

Anyway… just my 2 cents…

Best,

Susan

**Closure**

CAN-B9-FTLCL: Okay, so just when you have a chance, put in the chat, or just email me and I will capture those for our next meeting. Okay, so I'm going to ask Paul to kind of

CAN-B9-FTLCL: give us a closure for our this this meeting, and then I will share with you what's our next step for our next meeting. Go ahead, Paul. I guess this is one of the benefits of being the most senior faculty.

CAN-B9-FTLCL: I'm gonna say to you, pivoting off what Lisa pointed out that we just looked at 88 slides. We can't come up with 88 ideas. We have to be. Figure out what the ideas are that we want and narrow our scope and focus because we just don't have the people timer resources to do. 88. So that that was, that's gonna be my my wisdom. Excellent! Thank you. That's that.

CAN-B9-FTLCL: align with what I'm going to say. Very well. So our next meeting is November seventeenth. That's our last meeting.

CAN-B9-FTLCL: So so the the purpose of that meeting is going to be have we already have, like you, also mentioned, like 80, some slides, and all the comments that you got from me for the first meeting with those

CAN-B9-FTLCL: each of the presentation has the the summary from everyone's. Input. And so the our 17 meeting will be capture all that. And then we are going to create a draft recommendations. Us, Paul mentioned. We need to narrow down what we can do. And it's more practical is that 3 years, 5 years so that will be all this that meeting is going to have all of us discuss that

CAN-B9-FTLCL: so the outcome of the 17 meeting will be, provide a draft recommendations, and then everyone is agree, feel comfortable, or agree on disagree, and then we can have that recommendation sent to Pbc. To share with them, and they then can guide us. What's our next step

CAN-B9-FTLCL: is that concrete? So we know what's our next? Okay, wonderful. I think that's it. I'm so glad that we are.

CAN-B9-FTLCL: We are. Keep ourselves on time. And and then we have the rest of a little bit time for all of you. So

CAN-B9-FTLCL: unless you have any question, I would like to have meeting adjourned.