



December  
2004

## California Postsecondary Education Commission

# Transfer: Making It Happen Program – An Evaluation

- ♦ *While anecdotal information is available concerning the effectiveness of the Transfer: Making It Happen program, CPEC finds that insufficient quantitative fiscal and outcome information is available to assess the program.*
- ♦ *CPEC is unable to determine the success and effectiveness of this program and is unable to comment on whether it should be continued or expanded.*
- ♦ *If the Governor and the Legislature wish to continue the program beyond its current December 31, 2005, sunset date, CPEC offers two recommendations.*

## Contents

Findings and Recommendations.....	1
Background .....	2
What is Cal-SOAP .....	2
Transfer: Making It Happen – What We Know and What We Don’t Know .....	3
Organizational Placement of the Program.....	5
CSAC Comments on This Evaluation.....	6
Appendices Available Upon Request	

The Commission advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state’s educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at [www.cpec.ca.gov](http://www.cpec.ca.gov).

## Findings and Recommendations

California Education Code Section 69561.5 requires the California Postsecondary Education Commission (CPEC), in consultation with the Legislative Analyst’s Office, to conduct an evaluation of the *Transfer: Making It Happen* program. CPEC is required to report the findings and recommendations of its evaluation to the Governor and Legislature by no later than December 1, 2004. This report is prepared by CPEC in response to that statutory requirement.

While the program’s administrators have provided anecdotal information concerning the effectiveness of the *Transfer: Making It Happen* program, CPEC finds that insufficient quantitative fiscal and outcome information was collected about the program. For example, the California Student Aid Commission (CSAC) – the administrator for this program – is unable to provide complete information about expenditures for project-related activities and it is also unable to provide complete data on the number of project participants that ultimately transferred from a California Community College to a baccalaureate degree-granting institution – the legislative intent of the program. Given this lack of data, CPEC is unable to determine the success and effectiveness of the program and it is unable to comment on whether it should be continued or expanded in the future.

Despite insufficient information about the effectiveness of the program, should the Governor and Legislature wish to continue the program beyond the current December 31, 2005, sunset date, CPEC recommends that:

- ♦ Existing law should be amended to require specific fiscal and outcome data be collected by CSAC enabling policymakers to determine whether the program has been successful in increasing the number of community college students who transfer to baccalaureate-degree

granting institutions. For example, project expenditure data should be collected to permit an analysis of the cost effectiveness of the program. Similarly, data on the number of project participants that ultimately transfer from a California Community College to a baccalaureate-degree granting institution should also be collected given that this is the legislative goal of the program; and

- ♦ If the program is continued, State law should be amended to require a periodic evaluation of the program's success and effectiveness. Further, fiscal resources should be earmarked for this evaluation to ensure that a comprehensive examination of the program is conducted.

## Background

In August 2000, the Legislature passed Senate Bill 1898, authored by Senator Solis, creating the *Transfer: Making It Happen* program. SB 1898 was signed by the Governor in September 2000, became law in January 2001, and is codified as Education Code Section 69561.5. A copy of the law appears as Appendix A to this report. This law requires the California Student Aid Commission (CSAC) to develop and implement a pilot program entitled *Transfer: Making It Happen*. The purpose of the program is to assist community college students who are planning to transfer to a baccalaureate degree-granting institution by providing them with academic preparation services and information on financial aid opportunities. The law directs CSAC to work in collaboration with the various segments of higher education to develop and implement this program. It also requires CPEC to submit an evaluation of this pilot program to the Governor and the Legislature by December 1, 2004. Finally, the law requires that the pilot program be repealed as of January 1, 2006, unless subsequently authorized by the Legislature.

Senate Bill 1898 also included legislative intent language specifying that up to \$1.5 million of the 2000 Fiscal Year appropriation for the California Student Opportunity and Access Program (Cal-SOAP) Program could be used to implement the *Transfer: Making It Happen* pilot program.

The law implicitly required CSAC to use Cal-SOAP to provide the academic preparation and financial aid information required in the new law. As such, the *Transfer: Making It Happen* program became a new component of the existing Cal-SOAP program.

## What is Cal-SOAP?

In 1978, the State Legislature established the California Student Opportunity and Access Program, also commonly known as Cal-SOAP. The primary purpose of Cal-SOAP is to improve the flow of information about postsecondary education and financial aid opportunities while raising the achievement levels of low-income, elementary and secondary school students or students in geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college. Today, Cal-SOAP projects operate in 16 locations throughout the state by consortia made up of secondary schools, colleges, universities, and local community agencies. During 2003-04, Cal-SOAP estimates that it will provide information and outreach services to more than 142,000 elementary, secondary, and community college students and their parents.

Current Cal-SOAP projects include: Central Coast (Santa Maria), Central Valley (San Joaquin), East Bay (Oakland and Richmond), Los Angeles, Merced, North Coast (Eureka), North Valley (Yuba), Sacramento College Horizons, San Diego/Imperial, San Francisco, San Jose, Santa Barbara, South Coast (Whittier), South County Gilroy, South San Joaquin, and SUCCESS (Solano).

Because each Cal-SOAP project specializes in serving students within its local community, the type of programs and services often differ. However, the projects share the common goal of improving the flow of information about postsecondary education and financial aid, while raising achievement levels of tar-

geted students. Some common services provided by most of the consortia include advising, tutoring, parent outreach, and college awareness workshops.

CSAC is responsible for administration and oversight of Cal-SOAP. Each individual Cal-SOAP consortium annually applies to CSAC for continued funding. State law requires that each Cal-SOAP consortium provide local resources to match CSAC's allocation of funding. In 2004-05, these matching resources exceeded \$8 million. CSAC solicits input and advice about administering the program through a 12-member, statutorily required advisory committee.

Statewide, Cal-SOAP has extensive intersegmental participation, including:

- ◆ Eighty-one public school districts, both large and small;
- ◆ Some 40 individual public high schools;
- ◆ Nine University of California campuses;
- ◆ Twenty of the 23 California State University campuses;
- ◆ Thirty-nine of the state's 109 California Community Colleges;
- ◆ Nineteen of the 71 members of the Association of Independent California Colleges and Universities; and
- ◆ Forty-seven other local, community-based organizations.

## ***Transfer: Making It Happen***

### **What We Know and What We Don't Know**

CSAC requested information from each of the Cal-SOAP consortia concerning their *Transfer: Making It Happen* activities, participants, and expenditures. Appendix B of this document presents this information as submitted by CSAC staff for the 2001-02, 2002-03, and 2003-04 fiscal years. In addition, Appendix C of this document presents additional information submitted by CSAC and the Cal-SOAP program. With limited time and resources, CPEC staff did not verify or validate the accuracy of this information.

#### **Types of activities**

Each Cal-SOAP project provides a different array of *Transfer: Making It Happen* activities that is tailored to meet the needs of students within their local communities. The type of services and the frequency with which they are provided depend on the staff and resources available. Most of the projects ensure that the program participants receive services through multiple activities. For example:

- ◆ The East Bay Cal-SOAP conducts over 15 one-hour workshops for community college students;
- ◆ The Merced Cal-SOAP provides one-on-one counseling to 12 students per week;
- ◆ The Northcoast Cal-SOAP assigns two peer transfer assistants to meet on average six times per year with each participant;
- ◆ The South County Gilroy Cal-SOAP conducts a minimum of five group activities and three to 35 one-on-one counseling sessions for each participant; and
- ◆ Over the three years of the pilot program, the San Diego Cal-SOAP has made 65 home visits, provided 100 peer advising sessions per year, made 100 follow-up phone calls per year, and conducted numerous campus tours, college fairs, and FAFSA workshops for program participants.

Other examples of the types of activities provided under the *Transfer: Making It Happen* banner include: individual and group counseling; workshops and seminars to disseminate information about the transfer process and its requirements; personal development courses; college tours; academic advising sessions; tutoring services; career exploration activities; residential programs; summer bridge programs; and peer advising and mentoring services. A more complete listing of the *Transfer: Making It Happen* activities provided by each of the Cal-SOAP consortia is presented in Appendices B and C.

### **Project participants**

Given that the goal of the *Transfer: Making It Happen* program is to increase the number of community college students who transfer to a baccalaureate degree-granting institution, it is logical that community colleges are most important participants in this effort.

Approximately one-third of California's 109 community colleges have participated in the *Transfer: Making It Happen* program. The California Community Colleges that are or have participated in *Transfer: Making It Happen* activities include: Alan Hancock, American River, Antelope Valley, Bakersfield, Butte, Cerro Coso, City College of San Francisco, College of the Redwoods, Contra Costa, Cuyamaca, East Los Angeles, Gavilan, Grossmont, Los Angeles City, Los Angeles Southwest, Los Angeles Trade-Tech, Merced, Merritt, MiraCosta, Napa Valley, Palomar, Sacramento City College, San Diego City, San Diego Miramar, Santa Barbara City, Solano, Taft, and Yuba.

In the 2001-02 fiscal year, the Cal-SOAP projects estimate that they provided approximately 4,100 high school and community college students and, in some cases, their parents with varying levels of academic assistance and information to facilitate transferring from a community college to a baccalaureate degree-granting institution. The extent of services provided to project participants varied and is not fully known. For the 2002-03 fiscal year, the Cal-SOAP projects estimate that they provided similar services to about 3,300 participants and, in the 2003-04 fiscal year, they estimate they served nearly 5,800 individuals.

### **Coordination with other transfer initiatives**

According to CSAC, in order to foster and maintain a positive relationship, each Cal-SOAP project collaborates with its local California Community College transfer center.

For example, the East Bay Cal-SOAP consortium reported that their *Transfer: Making It Happen* activities were provided through the Transfer/Career Center at Contra Costa College. The East Bay Cal-SOAP consortium provided two Transfer Peer Advisors to offer peer advising and outreach. These activities were planned and implemented in coordination with staff from the community college Transfer Center.

Some other examples of collaboration between Cal-SOAP and other transfer initiatives include:

- ♦ Cal-SOAP staff members are placed directly in the community college transfer offices to provide direct services to students;
- ♦ Cal-SOAP staff members provide workshops and Transfer Day events in coordination with the transfer office and other outreach programs (TRIO, EOP&S, PUENTE, MESA); and
- ♦ Cal-SOAP receives in-kind support from community college transfer offices including office space, phone usage, copying, supplies, etc.

### **Expenditures for project activities**

In its oversight and administration of the *Transfer: Making It Happen* program, CSAC provides a single allocation of funds to each Cal-SOAP project for all project-related activities – including both traditional

Cal-SOAP and *Transfer: Making It Happen* activities. CSAC did not provide a separate allocation of funds to each Cal-SOAP project for the *Transfer: Making It Happen* program. As such, no fiscal data are available about the total amount of resources expended specifically for program activities. While several of the Cal-SOAP consortia have provided CSAC with estimates of their expenditures for program activities, data for all consortia are not available. Thus, CPEC is unable to determine the total fiscal resources that have been devoted to the program. This means that it is unclear whether all of the \$1.5 million appropriated by the Legislature was used for the *Transfer: Making It Happen* program.

### Project outcomes

While CSAC did not require each Cal-SOAP consortium to collect information about the number of *Transfer: Making It Happen* program participants who transferred from a community college to a baccalaureate degree-granting institution, some Cal-SOAP projects did collect such information.

For example, the Los Angeles Cal-SOAP reported the following information regarding students who transferred from a community college to a four-year institution:

<u>Year</u>	<u>Transfers</u>
2001-2002	71
2002-2003	83
2003-2004	16 (This number does not include data from East Los Angeles College or Los Angeles City College)

Similarly, the North Valley Cal-SOAP reported the following transfer statistics as evidence of its success:

<u>Year</u>	<u>Project Participants</u>	<u>Participants who Transferred</u>
2001-2002	30	8
2002-2003	36	15
2003-2004	160	57

Transfer information from the other 14 Cal-SOAP consortia was not available. Thus, CPEC is unable to determine how effective the program has been in meeting its legislative intent to increase the number of community college students who transfer.

### Other measures of success

While the Northcoast Cal-SOAP consortium did not offer data on the number of students who transferred, information was provided concerning the success and retention of their participants. The Northcoast Cal-SOAP consortium reports that it measures its success in terms of participants who complete their educational plans and continue their enrollment. For example, in 2003-2004, 50% of the project participants completed their educational plans compared to 27% for the entire College of the Redwoods student body. For the same year, the retention rate for project participants was 81% compared to only 40% for that college's entire student body.

## Organizational Placement of the Program

Existing State law requires this evaluation to recommend how the program may be expanded beyond those community colleges that participate in one of the Cal-SOAP consortia. During discussions with representatives of CSAC and the Legislative Analyst's Office (LAO) about this evaluation of the *Transfer: Making It Happen* program, the LAO staff asked if the program would be more effective in increasing the number of transfer students if it were administered by the California Community College Chan-

cellor's Office. The LAO staff suggested that the Community College Chancellor's Office administration of the program might result in the program being better coordinated with and informed by other transfer efforts currently administered by that office. They noted that if the Legislature wishes to expand the program to community colleges not participating in Cal-SOAP, an administrative shift of the program to the California Community Chancellor's Office could better facilitate such an expansion.

### **CSAC Comments on This Evaluation**

CPEC staff provided CSAC with an opportunity to review and comment on this evaluation. Appendix D of this document contains CSAC's comments.

# **Appendices to**

## ***Transfer: Making It Happen* Program -- An Evaluation**

**California Postsecondary Education Commission**





## **APPENDIX A: Senate Bill No. 1898, Chapter 588, Statutes of 2000**

An act to add and repeal Section 69561.5 of the Education Code, relating to student financial aid.

*[Approved by Governor September 22, 2000. Filed with Secretary of State September 23, 2000.]*

### **LEGISLATIVE COUNSEL'S DIGEST**

SB 1898, Solis. Student financial aid: Student Opportunity and Access Program. Existing law establishes the Student Opportunity and Access Program, which is administered by the Student Aid Commission, and requires the commission to apportion funds for the support of programs designed to increase the accessibility of postsecondary educational opportunities to low-income and ethnic minority students.

This bill would require the commission, in collaboration with the various segments of higher education, to develop and establish a pilot program entitled "Transfer: Making It Happen," which would assist community college students who are planning to transfer to a 4-year institution of higher education by providing academic preparation and information on financial aid opportunities.

The bill would require that, on or before December 1, 2004, the California Postsecondary Education Commission submit to the Governor and the Legislature a report including all of the findings and recommendations of an evaluation of the pilot program carried out during the 3rd year of the operation of the pilot program.

These provisions would be repealed as of January 1, 2006.

The bill would require the Student Aid Commission to expand the Student Opportunity and Access Program by adding up to 5 new sites in the 2000–01 fiscal year. The bill would also allow existing Student Opportunity and Access Program consortia to expand their services, as prescribed.

*The people of the State of California do enact as follows:*

SECTION 1. Section 69561.5 is added to the Education Code, to read:

69561.5. (a) In collaboration with the various segments of higher education, the Student Aid Commission shall develop and establish a pilot program entitled "Transfer: Making It Happen." This program shall encourage community college students to transfer to a four-year institution of higher education, and assist them in this endeavor by providing academic preparation and information on financial aid opportunities. The program shall be modeled after the "College: Making It Happen" program.

(b) The pilot program established by this section shall target students who attend those community colleges or high schools that participate in one of the Student Opportunity and Access Program consortia, who are primarily from low-income households, who would be the first in their families to attend college, or who are from schools or geographic regions with documented low college eligibility or college participation rates.

(c) (1) The Student Opportunity and Access Program shall provide, in close collaboration with the personnel of the California Community Colleges who are responsible for advising students about transfer opportunities, each of the following direct student services under this section:

(A) Provision of specialized academic and financial aid information related to a transfer to an institution that grants baccalaureate degrees.

(B) Provision of personalized attention, such as one-on-one counseling and group workshops that inform students of opportunities to transfer to an institution that grants baccalaureate degrees.

(C) Working closely with community college transfer centers in strengthening direct services and outreach provided to students who plan to transfer to an institution that grants baccalaureate degrees.

(2) The services listed in paragraph (1) shall be offered to, but not necessarily limited to, students who indicate an interest in transferring to an institution that grants baccalaureate degrees.

(d) (1) During the third year of the operation of the pilot program established by this section, the California Postsecondary Education Commission, in consultation with the Legislative Analysts' office, shall evaluate the program in order to determine its effectiveness. The evaluation shall include, but not necessarily be limited to, recommendations on both of the following:

(A) How the program may improve the services it provides.

(B) How the program may be expanded beyond those community colleges that participate in one of the Student Opportunity and Access Program consortia.

(2) On or before December 1, 2004, the California Postsecondary Education Commission shall submit to the Governor and the Legislature a report including all of the findings and recommendations of its evaluation.

(e) This section shall remain in effect only until January 1, 2006, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2006, deletes or extends that date.

SEC. 2. Notwithstanding any other provision of law:

(a) In the 2000–01 fiscal year, the Student Aid Commission shall accomplish both of the following:

(1) Expand the Student Opportunity and Access Program by adding up to five new consortia.

(2) Allow existing Student Opportunity and Access Program consortia to expand their services as to the type of service rendered, the number of students served, and the geographic regions in which services are provided.

(b) The Student Aid Commission may delay the local matching fund requirement for any new services established by existing consortia of the Student Opportunity and Access Program and any statewide multiconsortia activities that are established pursuant to this section.

SEC. 3. It is the intent of the Legislature that, of the funds appropriated in schedule (a) of Item 7980-101-0001 of Section 2.00 of the Budget Act of 2000 for the purposes of the Student Opportunity and Access Program, up to one million five hundred thousand dollars (\$1,500,000) shall be expended by the Student Aid Commission for the purposes of Section 69561.5 of the Education Code. It is also the intent of the Legislature that the remaining three million five hundred thousand dollars (\$3,500,000) of the funds appropriated in that schedule be expended for purposes of Section 2 of this act.

## APPENDIX B: Data on *Transfer: Making It Happen* Activities, 2001-02

Funding sources: General Fund = GF In-Kind = InK
--

The following information was extracted from reports filed by the California Student Opportunity and Access Program (Cal-SOAP). For the 2001-2002 fiscal year there were 15 Cal-SOAP consortia operating throughout the state of California. At that time, data for program based budgeting was not a requirement.

Cal-SOAP Project	Participating Community Colleges	Type of Activities	Number of Participants	Cost
Central Coast	Allan Hancock	Group (10-15) and individual meetings each week for approximately one semester. Workshop and seminar format for informational purposes	84 CC students	\$ 3,477
Central Valley	None reported			
East Bay	Peralta College District	Workshops for HS seniors to discuss the cc to 4yr transfer process Materials – EBC planning guide for transferring Financial Aid Handbooks	265 – Seniors from Castlemont High	Not provided
Los Angeles	East LA CC South Gate Educational Center LA Trade Tech LA Southwest LA City College	Five week class in Personal Development, worth three (3) CSU transferable units (Senior Summer Bridge Institute- SSBI) Small group workshops, individual meetings College Tour	25 – HS seniors SSBI  79	\$ 47,112 GF 116,864 InK
Merced	Merced College	Partnered with Merced College Transfer Center and GOAL program Transfer Day/College Night Information meetings with CC students	2000 650	Not provided

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
Northcoast	College of the Redwoods	Employee Training Information and support for CC students Workshops, presentations	5 30	\$ 15,000 GF \$ 21,123 InK
North Valley	Butte CC Yuba CC	Selection of a Board to set goals and purpose for North Valley TMIH program  Individual Education Plan development Tutoring, career exploration Personal growth and development workshops Campus visits and transfer information	30	\$ 15,000
Sacramento	Los Rios Community Colleges	Small group conferences, A-G course list and academic advising EOPS course including: educational planning, transfer requirements, campus resources, financial aid, and field trips	125 HS Jrs. 60	\$7,028
San Diego and Imperial Counties	San Diego Community College District Palomar College Mira Costa College Grossmont college Cuyamaca College	Saturday workshops, informational presentations on transfer requirements, assistance in enrolling in community college classes, college fairs, developed transfer table of information to distribute to HS counselors	100	\$ 100,000
San Francisco	City College of San Francisco and San Francisco State Univ.	Planning meetings Presentations to Burton HS students re: transfer process and Transfer Articulation Agreements	14	\$ 3,000
San Jose	No CC identified, collaboration with San Jose State Univ.	One day conference including a college and financial aid fair	240	\$ 18,105

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
Santa Barbara	Santa Barbara City College	Student mentors for each program participant, success seminars, college campus visits	44	Not provided
South Coast	No CC identified Partnered with UCLA	Six week residential program	Not Specified	Not provided
Southern San Joaquin	Antelope Valley College, Cerro Coso College, Bakersfield College	Two sessions providing transfer information, community college resource information, resource material, and CC contact information	100	Not provided
SUCCESS	Napa Valley College, Solano Community College, Woodland Community College, Yuba Community college District	Resource table for community college students and parents of 10-12 graders, community college support services workshops, college fair, weekly individual and small group advisement meetings for transfer assistance, referrals to transfer center coordinator for transfer follow up an transfer assistance agreements	250	\$ 22,916

## Data on *Transfer: Making It Happen* Activities, 2002-03

Funding sources: General Fund = GF In-Kind = InK
--

The following information was extracted from reports filed by the California Student Opportunity and Access Program (Cal-SOAP). For the 2002-2003 fiscal year there were 15 Cal-SOAP consortia operating throughout the state of California. At that time, data for program based budgeting was not a requirement.

Cal-SOAP Project	Participating Community Colleges	Type of Activities	Number of Participants	Cost
Central Coast	Allan Hancock College	University field trips, counseling, advisement support, mentoring	242	\$ 5,000
Central Valley	Not specified	One informational event	15 students 154 parents	Not provided
East Bay	Merritt College Contra Costa College	Continuous peer advising and assistance with the transfer process, organized TMIH students to enroll in Transfer Center TMIH class	325	Not provided
Los Angeles	LA City College LA Trade Tech East LA CC South Gate Educational Center LA Southwest CC	Senior Summer Bridge Institute (Five week program of Personal Development worth 3 CSU units) Collaboration with CC Transfer Center personnel Transfer conference Transfer preparation and advisement	105 355	\$ 17,876 GF 103,532 InK \$ 49,776 GF 150,032 InK
Merced	TMIH not identified in reports			

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
Northcoast	College of the Redwoods	STAR (Student Transfer and Resources program) Individual meetings for student education plan development, financial aid advisement, career exploration, college success strategies and transfer preparation	127	\$ 35,644 GF \$ 21,123 InK
North Valley	Butte College Yuba College	Counseling, career exploration, campus visits, financial aid preparation, academic support, college visits, development of educational plan, college advisement, mentoring and supplemental instruction	36	\$ 30,000
Sacramento	Los Rios Community Colleges	Support for community college TMIH classes and helped underwrite classroom materials, travel, and lodging	83	\$ 8,455
San Diego and Imperial Counties	San Diego Community College District Palomar College Mira Costa College Grossmont college Cuyamaca College	Saturday workshops, informational presentations on transfer requirements, assistance in enrolling in community college classes, college fairs, updated transfer table of information and distributed to HS counselors	300	\$ 100,000
San Francisco	City College of San Francisco, San Francisco State Univ.	Transfer process presentations, small group field trips to SFCC, activity day at CC of SF, Transfer Articulation Agreements	181	\$ 13,305

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
San Jose	San Jose State, EOPS consortium includes 11 community colleges in Santa Clara, Monterey and San Mateo counties	Campus tours and admission days at San Jose State University CARE conference	160	\$ 900
Santa Barbara	Santa Barbara City College, Santa Barbara High School, Bishop Garcia Diego HS	Bi-monthly meetings for high school students during instructional time, Transfer and financial aid preparation and advisement, college success strategies Group field trips Collaboration with CC Transfer Center personnel Individual advisement/mentoring for community college students Parent meetings	54	\$ 43,042
South Coast	Rio Hondo	Transfer preparation for HS students	777	\$ 3,131
Southern San Joaquin	Bakersfield College CSU Bakersfield	Kern Valley HS students met with Peer advisors throughout the year to receive information about community college programs and the transfer option	56	Not discernable
SUCCESS	Solano Community College, Napa Valley College, Woodland Community College	Individual and small group advisement, mentoring, career and academic support, Information tables for students and parents of 10 – 12 graders regarding community college access and transfer requirements	305	\$ 30,419



## Data on *Transfer: Making It Happen* Activities, 2003-04

The following information was extracted from reports filed by the California Student Opportunity and Access Program (Cal-SOAP). 2003-2004 Year End reports are due on October 29, 2004. For this report, data was used from either 2<sup>nd</sup> or 4<sup>th</sup> quarter activity reports. For the 2003-2004 fiscal year there were 16 Cal-SOAP consortia operating throughout the state of California. The South County Gilroy Consortium was funded in its first year of independent operation.

Cal-SOAP Project	Participating Community Colleges	Type of Activities	Number of Participants	Cost
Central Coast (2 <sup>nd</sup> )		Nothing Reported		Not Provided
Central Valley (4 <sup>th</sup> )		Nothing Reported		Not Provided
East Bay (4 <sup>th</sup> )	Peralta Community College Contra Costa College	Peer Advisement	316	Not Provided
Los Angeles (4 <sup>th</sup> )		CC Information CC Transfer Workshops TMIH Conference at CSULA	700 500 438	\$7,340 \$101,238 \$17,470
Merced (4 <sup>th</sup> )		TMIH Program	500	\$4,450
Northcoast (4 <sup>th</sup> )		Career Advisement College Success Financial Aid Advisement TMIH/STAR Transfer Information TMIH Kickoff Event	52 82 67 57 61 13	\$8,373 \$8,772 \$8,490 \$5,168 \$8,592 \$8,172

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
North Valley (4 <sup>th</sup> )		TMIH Mentoring TMIH Cultural Events Transfer Counseling TMIH Ongoing	95 72 105 104	\$500 \$1,000 \$200 \$23,600
Sacramento (4 <sup>th</sup> )		TMIH EOPS Community College Course – Educational Planning	65	\$4,740
San Diego and Imperial Counties (2 <sup>nd</sup> )		TMIH Advisement TMIH Counseling TMIH Scholarships	83 273 48	\$650 \$8,938 \$1,917
San Francisco (4 <sup>th</sup> )		TMIH Advisement - Ongoing	128	\$3,500
San Jose (2 <sup>nd</sup> )		Nothing Reported		Not Provided
Santa Barbara (4 <sup>th</sup> )		TMIH Weekly Guidance	117	\$40,790
South Coast (4 <sup>th</sup> )		TMIH Information Day	779	Not Provided
South County Gilroy (4 <sup>th</sup> )		Transfer Day TMIH Advisement – one on one	135 117	\$134 \$13,632

<b>Cal-SOAP Project</b>	<b>Participating Community Colleges</b>	<b>Type of Activities</b>	<b>Number of Participants</b>	<b>Cost</b>
Southern San Joaquin (4 <sup>th</sup> )		Transfer Information – Peer Advisors	176	\$3,600
SUCCESS (4 <sup>th</sup> )		TMIH Tutoring TMIH Advisement TMIH Outreach	144 234 279	\$19,815 \$10,748 \$9,919



## **APPENDIX C: Letter from CSAC with Additional Transfer: Making It Happen Information**

November 19, 2004

Karl Engelbach  
CA Postsecondary Education Commission  
1303 J Street, Suite 500  
Sacramento, CA 95814

Dear Karl:

This letter responds to your request at our November 5, 2004 meeting for additional information about the Transfer: Making It Happen (TMIH) program. At that meeting we agreed to work with all of the 16 independent consortia in the California Student Opportunity and Access Program (Cal-SOAP), to identify additional information that would provide a clearer picture of the performance of the TMIH program.

Each consortium was contacted and asked to respond to each of the following questions, and provide supporting documentation and data, if available. Their responses are summarized below. We have also enclosed copies of responses from several consortia that illustrate the effectiveness of the TMIH program.

*1) Please identify the number of students who received TMIH services while enrolled in community college and who then transferred to a degree granting institution.*

We received varied responses from the project directors. Some of the projects provided a list of names while others summarized their numbers and told us how many were served and how many transferred to a four-year institution. The following are examples of the data submitted:

The Los Angeles Cal-SOAP reported the following numbers of students who transferred from a community college to a four year institution:

<u>Year</u>	<u>Transfers</u>
2001-2002	71
2002-2003	83
2003-2004	16 (Does not include data from E. LA Col. or LA City Col.)

The Northcoast Cal-SOAP used the first year of the pilot program to develop an implementation plan and selected a cohort group of students. All of Northcoast's TMIH participants are College of the Redwoods (community college) students and the project has increased the number of participants each year as follows:

<u>Year</u>	<u>Participants</u>
2001-2002	34
2002-2003	109
2003-2004	112

The Northcoast Cal-SOAP measures its program success in terms of students completing Student Educational Plans and retention from semester to semester. For 2003-2004,

50 percent of the TMIH students completed Student Educational Plans compared to 27 percent for the entire student body. And for the same year the retention rate for TMIH students was 81 percent compared to 40 percent for the college's entire student body.

The North Valley Cal-SOAP reported the following transfer rates as evidence of its development and success with providing information through TMIH:

<u>Year</u>	<u># of TMIH Students</u>	<u># of TMIH student transfers</u>
2001-2002	30	8
2002-2003	36	15
2003-2004	160	57

- 2) *Please provide a statement on how Cal-SOAP works with the local Community College Transfer office(s). Please comment on your relationship, methods of collaboration, etc. If you carry out your TMIH activities with another segment or other partner, including other outreach programs, please provide information on that relationship as well.*

Each Cal-SOAP project collaborates with local community college (CC) transfer offices in a variety of ways, in an effort to foster and maintain a positive relationship with the community college transfer office. This includes placing Cal-SOAP staff on-site at the community college. For example, the East Bay Consortium reported the following:

“For the last two years, the East Bay Consortium (EBC)/Cal-SOAP’s TMIH served community college students at Contra Costa College in San Pablo, CA. During the 2002-03 year, TMIH also worked with students at Merritt College in Oakland, CA. Due to the high enthusiasm, leadership, and overall success of TMIH at Contra Costa College, EBC decided to focus its attention there during 2003-04.”

“TMIH Community College operated through the Transfer/Career Center at Contra Costa College by providing two Transfer peer Advisors to assist with peer advising and outreach under the leadership of Transfer/Career Center Coordinator Kenyetta Tribble. Most activities were planned with the coordinator of the Transfer Center at the college.”

Transfer office staff and other program staff meet regularly with Cal-SOAP staff to collaborate, keep informed and share resources.

To promote collaboration Cal-SOAP staff:

- Are placed directly in the CC transfer office to provide direct services to students,
- Provide workshops and Transfer Day events in coordination with the transfer office and other outreach programs (TRIO, EOP&S, PUENTE, MESA)
- Receive in-kind support from CC Transfer offices including office space, phone usage, copying, supplies, etc.

- 3) *Please provide information on results from any surveys of program participants or participating institutions, or data on other outcome measures that demonstrate the success of the program.*

Most of the surveys conducted in TMIH are related to specific events. The projects use surveys to poll the students who participate in events such as college tours, Transfer Day

workshops, or transfer information events. The surveys indicate favorable results with positive comments from students such as the following, which were submitted to the East Bay Consortium after a Transfer Workshop:

“This workshop made me think seriously about attending a community college and transferring to a 4 year college.” “It seems a lot easier now.”

“I learned that I can get a good education by starting at a community college and transferring to a 4 year college/university.”

“This presentation keeps my dreams alive.”

North Valley and Santa Barbara provided samples of their survey documents. The Los Angeles Consortium provided the most comprehensive report on their TMIH program.

- 4) *Please provide more detailed information on the types and amounts of direct student services provided through TMIH. For example, number of one-on-one and group activities that are specific to providing information about transferring to a baccalaureate-granting institution*

Throughout the Cal-SOAP consortia the implementation of TMIH varies. The type of services and the frequency with which they are provided depends on the staff and resources available. Most of the projects insure that the program participants receive services through multiple activities. For example:

- The East Bay Cal-SOAP conducts over 15 one-hour workshops for community college students;
- Merced provides one on one counseling to 12 students per week;
- Northcoast assigns two peer transfer assistants to meet on average six times per year with each participant;
- South County Gilroy conducts a minimum of five group activities and three to 35 one on one counseling session for each participant; and
- Over the three years of the pilot program the San Diego Cal-SOAP provide has made 65 home visits, 100 peer advising sessions per year, 100 follow up phone calls per year, and numerous campus tours, college fairs and FAFSA workshops for program participants.

Other activities include: small group workshops, transcript evaluation, individual academic assessment, and summer bridge programs.

- 5) *We also would like to include your comments on whether the TMIH program should be continued or expanded and if so, how the program could be improved.*

All of the projects support continuation of the TMIH program. Most cited the positive and cooperative relationships developed with the community colleges and other programs as a result of implementing TMIH. Others noted that without the program some of the most underserved students would lose a critical point of access to higher education. Some suggested the need for a long-term commitment to insure the continued success of the program. Others suggested the program include more specific data collection requirements.

The Los Angeles Cal-SOAP made the following comments:

“...Community colleges throughout the state have had to reduce the amount of counselors to assist students. The Transfer Making it Happen program is extremely vital to the community colleges and more importantly to underprivileged students who are particularly affected because they are more likely to enroll in community colleges.”

Northcoast commented:

“...We are now seen as an integral part of our college’s transfer mission. Our program that is based on college transfer assistants mentoring program participants have helped participants to research future colleges and careers and receive timely transfer information with peer encouragement all along the way. It is our hope that funding continues to support TMIH so that we can see better retention of at-risk populations, as well as increased possibilities of transfer.”

Each Cal-SOAP Consortium’s report of their TMIH program activities indicates they have served their community in accordance with the mandate included in SB 1898 which established the TMIH program. As you know, SB 1898 the TMIH program to “...encourage high school and community college students to pursue educational opportunities past graduation by disseminating information and services focused on the college-going, transfer, and financial aid processes.”

I hope this information is useful. Please do not hesitate to contact me at (916) 526-8095 if you have any questions.

Sincerely,

Steve Caldwell  
Manager, Governmental Relations and Outreach



## **APPENDIX D: CSAC Comments on the CPEC Evaluation of Transfer: Making it Happen**

November 30, 2004

- SB 1898 charged the Commission with the responsibility to add up to five new Cal SOAP consortia as well as encouraging the 11 already operating consortia to expand their services by creating Transfer: Making it Happen pilot programs. Both of these tasks presented formidable challenges for CSAC and it succeeded in accomplishing both.
- Cal SOAP consortia prior to the passage of SB 1898 (September 23, 2000) worked primarily with middle-schools and high schools serving large numbers of low-income, disadvantaged, ethnic minority students and provided programs and services designed to increase accessibility of postsecondary educational opportunities for these students. Their primary work with participating community colleges in their service areas was as destinations for the secondary students Cal SOAP projects served.
- The launch of the TMIH program required Cal SOAP consortia to develop new working relationships with community colleges and new programs and services to encourage their low-income, ethnic minority, and often first-generation college “students who were planning to transfer to a 4-year institution ... [to do so] by providing academic preparation and information on financial aid opportunities.”
- Prominent among the “anecdotal information” that the evaluation appears to largely dismiss are testimonies from participating community college transfer centers and other CCC personnel about how important the TMIH peer counselors and other staff were in augmenting their own insufficient college and transfer center counseling staff and working with the most disadvantaged students to get potential transfer students transfer ready.
- The expectation that the new TMIH pilots would have extensive outcome data to report is unrealistic at this stage in their development and in that respect the timing of the evaluation is probably premature. Community college students who successfully transfer to four-year colleges and universities do so after completing at least two and more often three or more years of course work at a community college. For new community college students who began their college education in 2001-02 (when the new TMIH programs were first underway) or for the high school students that Cal SOAP consortia were working with and encouraged to enroll in a community college with the goal of later transferring, the earliest any of them were likely to transfer was in fall 2004, if not later.
- CPEC’s own Community College transfer data provides useful, indirect data on the potential impact of the new TMIH programs. Using community college transfers to UC and CSU in fall 2000 as a baseline, it is evident that those community colleges in Cal SOAP consortia and those colleges with TMIH programs showed greater increases in transfers to the CSU by 2003-04 (13.4 and 9.9 percent compared to 8.8 percent) than did community colleges statewide that were not in Cal SOAP consortia. They also had higher overall rates of transfer growth (14.1 and 10.9 percent compared to 10.5 percent) for community colleges statewide that were not in Cal SOAP consortia even though the Cal SOAP consortia and TMIH community colleges were far more likely to be located in inner cities and enroll much higher

numbers of low-income, ethnic minority, and first-generation college students than did the more suburban and affluent community colleges that did not participate in Cal SOAP. The demographic characteristics of students at non-Cal SOAP community colleges largely explain their more rapid growth in transfers to UC, although the 16.8 and 15.2 percent growth in UC transfers from Cal SOAP and TMIH community colleges was impressive.

- By their very nature, the Cal-SOAP and TMIH programs are designed to serve students within their local communities, experimenting with different types of programs and services, and to determine which approaches work best. At this time during the pilot period it would be inappropriate to impose a single TMIH model on these programs.
- There is certainly a need for more “specific fiscal and outcome data” from each TMIH program but this may be accomplished without having to change the statute.
- The anecdotal information collected by CSAC and reported to CPEC from the TMIH projects makes it abundantly clear that the current community colleges and their transfer centers have insufficient counselors and resources to provide the information, not to mention the services required by potential transfer students, especially potential transfer students from low-income, ethnic minority, and disadvantaged backgrounds.
- The Cal SOAP programs have a proven record of working effectively with these student populations and their peer counselors and other people provide information and services to potential transfer students through the TMIH programs that would not be available through normal community college transfer center staff and activities. The transfer centers are focused more broadly on any students interested in transfer and have little time, resources, or expertise to devote to helping low income and ethnic minority students.
- The CPEC draft report strongly suggests on page 6 that both the Legislative Analyst and the Student Aid Commission support its “recommendation” that administration of the TMIH program be relocated to the Community College Chancellor’s Office. Is this really true? Other than apportionments that are distributed by formula and statute and not earmarked for specific purposes, the Chancellor’s Office currently has no direct administrative responsibilities for programs. How does this qualify them to be better custodians or fiscal agents for TMIH?
- On page 4 of the evaluation it state that “Given the goal of the *Transfer: Making it Happen* program is to increase the number of community college students who transfer to a baccalaureate degree-granting institution, it is logical that community colleges are the most important participants in this effort.” The community colleges are but one step in a students path toward a four-year institution. Given the modest amount of funding that was dedicated to the TMIH program, it would likely be ineffective to spread the TMIH allocation across 109 community college campuses.
- By design, Cal SOAP leverages local funding to match the funding provided by the State through the Student Loan Operating Fund. Last year, the Cal SOAP program generated more than \$8 million in local matching funds to support its mission. These resources also benefit local TMIH programs in that they help support the existing infrastructure used by each TMIH program for delivering services to students.

- In its report “LAO Recommendations for Preserving K-14 Outreach Services” on March 31, 2004, the LAO recommends that outreach programs focus resources where they are most needed. This recommendation included the following components:
  - A statewide inventory of outreach programs found that many schools with low college participation rates do not receive adequate outreach services. In contrast, some schools with very high college participation rates have many outreach programs available to their students.
  - These inequities partly exist because schools far from a university campus tend to have less access to outreach services.
  - Outreach programs should instead be focused on schools with low college participation rates.

It is unclear, from the draft evaluation or from our current data whether the community college transfer offices administer services outside of the transfer process. However, Cal-SOAP supports the full achievement of the student from middle school through 4 year graduation. For this reason, they are best suited to administer the TMIH program.