DELIVERING ON CSUCI'S PROMISE TO TRANSFER STUDENTS

A Regional Impact Story, 2020

About This Report

This Impact Report is a summary and celebration of the strides California State University Channel Islands (CSUCI) has successfully made implementing a Regional Transfer Success (RTS) initiative in partnership with Ventura County Community College District (VCCCD) and Santa Barbara City College (SBCC). The collective efforts of the partners identified within this report represent a number of Title V funded programs including Project ALAS (Aligning Learning and Academic Success), Project Adelante, and Project iPATH, in addition to a number of predecessor grants that set an early foundation for transfer student success in the Ventura County and Santa Barbara regions. This report provides a culminating summary of these efforts and includes:

- Background on the participating institutions;

- An overview of the crisis transfer students are facing;

- Snapshots of the innovative programs, strategies, and policies CSUCI has put into practice along the transfer pathway;

- Profiles of the faculty, administrators, and, most importantly, students who continue to make this initiative a success; and

- Recommended resources and suggested next steps.

   We hope this report will provide faculty, administrators, and staff at other California post-secondary education institutions with insight, inspiration, and proven tactical practices to generate authentic equitable transfer pathways.

Uniting for Equity: A Transfer Success Story

"There is a moral imperative that we all do a better job at creating educational equity, that we change as institutions, and that we begin to look at bottlenecks in a meaningful way that ultimately helps students complete their goal, which is to earn a four-year degree. We know that our students' success is largely not an issue of ability. Commitment to eliminate equity gaps is necessary to move us successfully into the next frontier of higher education."

Amanda Quintero, Ph.D.
Former CSU Channel Islands, Associate Vice Provost Student Success & Community Engagement (2004-2021)

In this unprecedented time of change and challenge, our collective attention is being focused like never before on institutionalized inequities. Facing a global pandemic and mounting public resistance to police brutality, the façade of who we claim to be—as individuals, as institutions, as communities, and as a nation—is crumbling to reveal who we truly are.

These moral dilemmas now call upon each of us to reconsider what part we play in creating the larger tapestry of our shared American society. Just as a tapestry cannot exist as separate threads, we are being reminded of our utter dependence on the work of others in our community, in our country, and all around the world to, individually and collectively, thrive.

In the higher education sector specifically, this sharp reality-check further spotlights what many of us have been earnestly working to change for years—the need to remove all systemic barriers that hinder post-traditional students (including Black, Indigenous, Latinx, and other students of color) from accessing and experiencing a high-quality, equitable education and post-university career opportunities.

We share students, and even faculty, with our partnership institutions. It would seem obvious that we should more intentionally share our visions and best practices, evaluate them together-- with our students and each other in mind-- and recognize and support our interconnecting roles in shaping the larger tapestry of our community.

But, for too long, this was not generally the case.

Our institutions tended to be inward-focused and, individually, most of us believed we had more on our plates than we could handle. We became tunnel-visioned and siloed.

That was until 2014, when **we initiated the process of weaving ourselves anew.**

Support, in the form of Developing Hispanic-Serving Institutions (Title V) program funding, offered us the opportunity to break the pattern, cast off traditional frames, and reshape our collective vision of ourselves and our institutions. Gathering regionally over the past five years with students, faculty, librarians, advisors/counselors, and administrators, we unified our purpose as Hispanic Serving Institutions (HSIs) and ultimately advanced a shared agenda for equity and holistic success in service to the full range of students we serve.

Together, we:

- **Envisioned the degree-earning process from the student's perspective** and began working regionally to "align to one degree" — because earning one degree is the students' objective no matter how many institutions they attend in the process.

- **Began breaking down barriers that hinder transfer success**, particularly for Latinx students and other students from Historically Underserved Groups (HUGs: minoritized students of color, first-generation college students, and/or students receiving Pell grants - a key indicator of economic disadvantage), seeing transfer student success as our shared responsibility, thereby valuing each thread.

- **Gathered faculty to work together in cross-institutional teams**, which resulted in: learning more about our sister campuses, developing deep peer-to-peer relationships, establishing career-enhancing regional mentor relationships, and expanding outreach and relationship-building exponentially via regional events (including conferences and workshops, student orientations by discipline, advising and transfer events, and cross-institution undergraduate research opportunities), all of which are creating more equitable pathways for our students.

Core to this work has been fostering the synergy and sense of fellowship as regional HSIs. By partnering together, we made it possible for our region's students, faculty, staff, administrators, and community to engage in an ongoing praxis cycle to improve transfer success. By creating supportive spaces for faculty and colleagues to explore possibilities and try out new practices, and for students and their families to explore their options, we have expanded and elevated the university-going culture in our region.

It has been California State University Channel Islands' privilege to work with our community at every level across educational systems to develop and nurture relationships centered on equity and student success that will sustain positive change over the long term. Through this work of breaking down barriers and building bridges, we are collectively becoming Hispanic serving, not just Hispanic enrolling institutions, centered on equity-minded practices that support each student's success.

Together, we are weaving a stronger, more vibrant tapestry of our future, California's future, and the nation's future in service to a more equitable society for all.

In solidarity,

Amanda Quintero, Ph.D.   *Julia "Jules" Balén, Ph.D.*

Contents

Aiding and uplifting transfer student success has been a part of CSUCI's mission and culture from our origin. When we first opened our doors nearly two decades ago, the inaugural class was composed solely of transfer students. Today, transfer students remain a significant proportion of our student population. For example, in our fall 2019 academic semester, transfer students represented more than 50% of our total undergraduate population.

As a transfer-majority institution, we have long understood the unique challenges and obstacles students face along the transfer journey. Results from CSUCI's Transfer Student Survey[1] bring to light that, in addition to the many logistical and academic hurdles before them, transfer students often feel isolated, like they do not belong, unsure of where to get support, and uncertain whether they have selected the "right" courses, degree path, or institution.

We have always wanted them to know: You are exactly where you belong.

As such, CSUCI has always been deeply committed to ensuring that regional transfer students are well-served by our Student Academic Success & Equity Initiatives (SASEI) team and other campus programs, and that we are constantly innovating interventions and services specifically designed to meet the evolving needs and unique challenges of the transfer student experience. Our efforts were impactful; however, we were not fully addressing issues faced by transfer students along their entire transfer journey.

ADDRESSING A CHALLENGE WITHIN OUR COMMUNITY

Although Ventura County has historically had one of the highest community college going rates in California (50.5%) and has high enrollment of Latinx students (49.18%)[2] within the Ventura County Community College District (VCCCD), we realized that few Latinx students successfully transfer to a four-year institution or graduate within two years. In 2014, CSUCI recognized a need to do more than solely offer support to transfer students within our own institution; we needed to partner with higher education colleagues community wide. And, as partnering institutions, we needed to collectively embrace an outreach-engagement-equity student success model that creates a student-focused experience and comprehensively serves the growing number of post-traditional students in our region.

In Spring 2015, we launched Project ALAS (Aligning Learning and Academic Success), an anchor project for Ventura County's Regional Transfer Success (RTS) initiative, and began planning our first formal convening to collaboratively explore how to align our transfer success efforts with CSU's objectives. CSUCI's SASEI team convened a cohort of cross-institutional faculty and administrators from CSUCI and the three 2-year community colleges in the Ventura County Community College District (VCCCD) — Oxnard College, Moorpark College, and Ventura College — with the goal of jointly addressing the significant and

1 CSU Channel Islands (2017-2019). Transfer Student Survey [Data set].
2 California Department of Education (2017-2018). https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?agglevel=County&cds=56&year=2017-18

disconcerting gap in student success outcomes among transfer students, particularly Latinx students, within our own county.

At the first annual Regional Transfer Success Summit in Fall 2015, the gathered cohort committed to increasing transfer student success together.

This commitment manifested a five-year, regional, cross-institutional, Title V-funded initiative aimed at identifying and effectively removing challenges and barriers facing students along regional transfer pathways, as well as igniting a culture of transfer student success throughout the primarily Latinx-serving region of Ventura County. Additionally, a corollary program, Project iPATH also brought along Santa Barbara City College as a regional partner.

Collectively, we understood that we could not afford to fail these students. And, individually, these students could not afford to fail. We understood that we, in partnership, must create a strong college-going culture in Ventura County and our region — one that ensures equitable outcomes and a sense of belonging for all students; reflects our HSI identity; and assumes responsibility for dismantling institutional structures impeding transfer student success.

A STATEWIDE CHALLENGE WE MUST FACE ...TOGETHER

While working on our own Regional Transfer Success (RTS) initiative in our region, realization at the state level surfaced that transfer students throughout California are also struggling, and have been for decades. Their paths to a post-secondary degree have been fraught with delays, conflicting information, exorbitant expenses, lack of support, and a sense of isolation.

Data cited in the Campaign for College Opportunity's 2017 report, "The Transfer Maze", revealed that "although the majority of California community college students enroll wanting to transfer, students transferred at an average rate of only 4% after two years of enrollment, 25% after four years of enrollment, and 38% after six years of enrollment." Additionally, data revealed that 38% of California community college students, who ultimately do transfer within six years, end up spending an estimated $36,000-$38,000 more to earn their bachelor's degrees than students who begin their studies at a four-year public institution.

Graduation Initiative 2025

According to the Public Policy Institute of California, by the year 2025, California is projected to experience a shortage of more than 1.1 million bachelor's degrees to fill necessary jobs and meet economic demand.

To confront this challenge, California State University (CSU) launched Graduation Initiative 2025 (GI 2025), calling on all 23 of its campuses to:

- Partner collaboratively with California community colleges,

- Improve 2-year and 4-year graduation rates among transfer students,

- Eliminate student achievement gaps, and

- Ensure that every student has access to the tools, resources, and guidance needed to achieve their goals.

As the data above affirm, thousands of bright students, despite having taken the first positive step toward earning a degree (many of them the first generation in their family ever to attend college), are getting lost or left behind through no fault of their own. They represent talent and human capital that California cannot afford to lose.

CSUCI and our VCCCD partners recognized that our Regional Transfer Success initiative must ultimately help resolve transfer issues in our region and across California and help contribute to bridging the state-wide degree deficit.

In the pages that follow, we describe practices that began in 2014 through Project ALAS that expanded, in collaboration with our regional partners, in recent years. We would like to recognize corollary Title V funded programs that collectively established the Regional Transfer Success (RTS) initiative including Project iPATH, a partnership between CSUCI and Santa Barbara City College (SBCC) to increase the success, progression, degree completion, and transfer rates of Latinx and other low-income students by providing structured curricular pathways. We would also like to recognize Project Adelante, a partnership between CSUCI and Oxnard College designed to improve transfer pathways by creating a first-year experience program and initiating high-impact practices to increase college readiness and increase the number of high-need, under-represented, and low-income students

who transfer and graduate. Additionally, we would like to recognize predecessor projects that provided some of the early framework in building an outreach-engagement-equity student success model including Project ACCESO (Achieving a Cooperative College Education through STEM Opportunities), Oxnard College's Project ASCENSION (Articulating STEM Cooperatives to Enhance Needs, Success, Integration, Outcomes & Networking) and Project ISLAS (Institutionalizing Student Learning, Access, and Success). These early efforts provided the foundation to launch the collective Regional Transfer Success (RTS) initiative reviewed in this report, including the particular work of Project ALAS as the first comprehensive effort at mobilizing transfer student success regionally.

While all initiatives were informed by research, what we present in this report is not meant to be prescriptive. Instead, we aim to illustrate the impactful work that is possible when institutions collaborate toward a shared purpose, rather than focusing on what the individual student is or is not doing to succeed.

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SECTION 1: Our Students

Understanding our students and their own lived experiences was central to our work of increasing transfer student success. For many transfer students, who are the first generation or the first in their family to attend college, navigating their undergraduate years meant forging a unique path for themselves with little information to guide them. Now, placed in a transfer system with course and articulation barriers, complexities in navigating a "hidden curriculum," lacking explicit information on how to effectively navigate the college environment, with feelings of not belonging, often left our students without the encouragement needed to stay the course. This perspective fueled the initiative's desire to change the discourse concerning transfer student success and redefine how students are served. We recognized their collective stories of resilience, the wealth of our students' lived experiences, and the diverse cultural perspectives that serve as assets in their college-going experience. We wanted our students to know that they are valued, respected, accepted and, ultimately, included in higher education. Facilitating student agency in navigating the system of higher education needs to be met with institutional change.

TRADITIONAL STUDENT PROFILE

- Is college ready
- Enrolls in a college or university full-time
- Enrolls for the Fall after high school graduation
- Lives on-campus
- Completes a bachelor degree in four years
- Has parents with a college degree
- Is White, non-Hispanic
- Does not work while enrolled
- Makes college choices based on financial aid, academic programs offered and institutional prestige
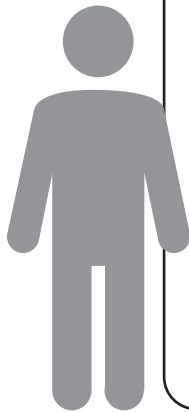
POST-TRADITIONAL STUDENT PROFILE

- May need academic prep or remediation
- Enrolls at a community college, part-time
- Delays initial postsecondary enrollment while entering the workforce
- Lives off-campus with their parents or with their own dependants
- Takes more than four years to complete a degree
- Is the first in their family to enroll
- Is Latino or African American
- Many work 30 hours or more a week
- Makes college choices based on cost of attendance, location & accessibility

Santiago, D. 2013. Using a Latino Lens to Reimagine Aid Design and Delivery. Washington, DC. https://www.edexcelencia.org/research/publications/using-latino-lens-reimagine-aid-design-and-delivery

"If our policies and practices were serving all students well, we would not see the persistent educational attainment gaps so evident today. We need policy and practice informed by a post-traditional profile of today's students—instead of the traditional student profile which currently drives so much of the policymaking."

Deborah Santiago
Excelencia in Education, Co-founder and Chief Executive Officer
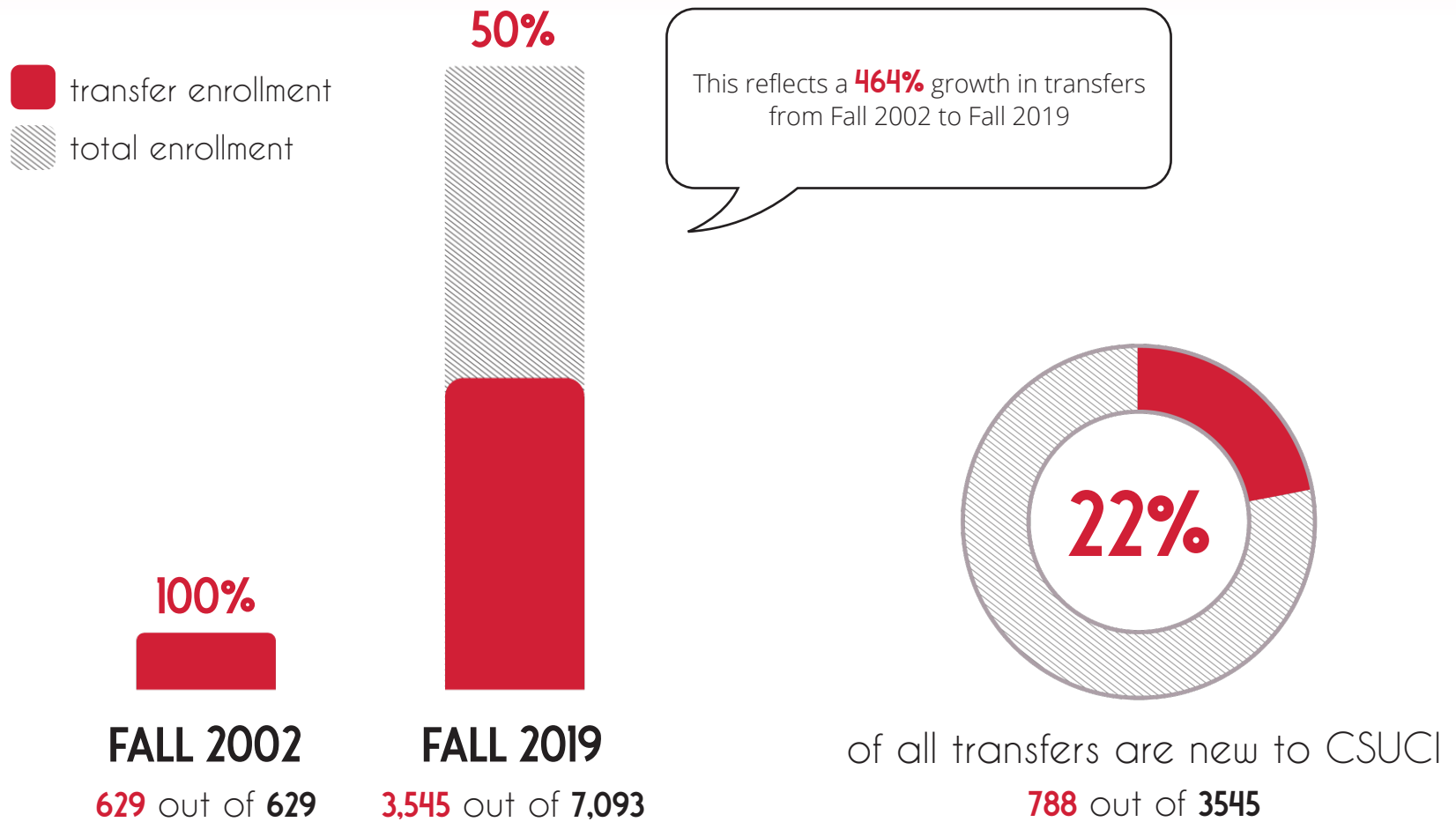
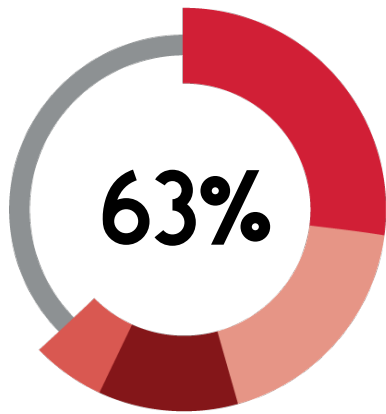## A NEW GENERATION OF STUDENTS, A NEW ERA OF LEARNING

In order to achieve the objectives of GI 2025, as well as the regional goals of our Regional Transfer Success (RTS) initiative, CSUCI and our VCCCD partners had to collectively reimagine higher education for a new student population; one having to navigate a new era of learning.

This first required shifting practices to more effectively serve the increasing number of post-traditional students who come from circumstances and backgrounds far different than what institutions have historically considered the 'traditional student profile.' The organization Excelencia in Education frames this post-traditional student profile as including: the growing Latinx population, low-income students, first-generation college students, adult learners, full-time employees, commuter students, and working parents, the majority of whom will also become transfer students during their college journey.

A Snapshot Of Ventura County Transfer Students:
Fall 2019 CSU Channel Islands Transfer Profile

transfer enrollment
total enrollment

50%

This reflects a **464%** growth in transfers from Fall 2002 to Fall 2019

100%

FALL 2002
629 out of 629

FALL 2019
3,545 out of 7,093

22%

of all transfers are new to CSUCI
788 out of 3545

63%
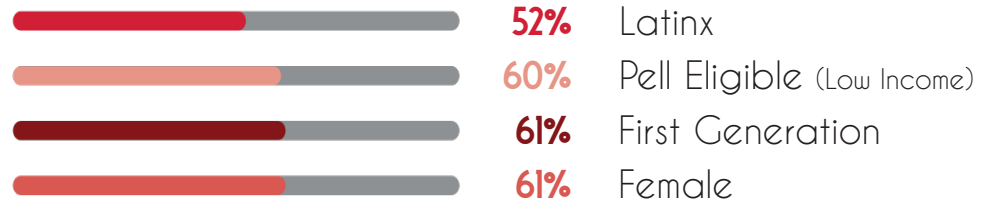
of all CSUCI transfers come from regional partner schools

27% Ventura College
19% Moorpark College
11% Oxnard College
6% Santa Barbara City College

Our regional transfers are:

52% Latinx
60% Pell Eligible (Low Income)
61% First Generation
61% Female

Regional Transfers are most likely to major in:

Psychology
61%
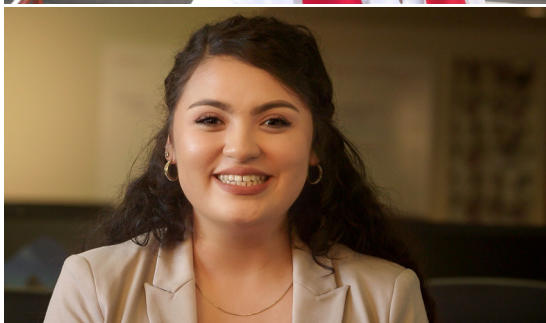
Business
13%

Sociology
12%

MEET OUR STUDENTS!

Each one of our regional transfer students is unique and driven by their own sense of purpose and goals. While data on the transfer student profile across institutions was limited, here is a snapshot highlighting some of the most significant attributes that shape their educational journeys:

Josué

Kat

Kaylee

Meet Josué:

After Josué's mother passed away in 2011 due to cancer, Josué was raised by his father along with his twin sisters. Josué is inspired by his mom who enrolled in Oxnard College despite not knowing the language, where she attained her child development certificate. Josué felt that if his mom could do it, so could he. Josué transferred from Oxnard College to CSUCI in Spring 2019 and graduated in December 2020 majoring in Sociology.

> *"When I first started community college, I felt lost and didn't know what to do. I fell into academic probation right away. It wasn't until I started working with kids that I realized I needed to do better. I really struggled, but I got it done with my dad's help. My dad helped us all stay together as a family. It could have gone so many different ways, but my dad was our backbone. My family means a lot to me.*
>
> *One day, I want to repay everything my dad has done for me by getting my education and actually becoming someone. I recently found out that I'm also going to be a father. Now, I realize that I have to achieve this for a greater cause, not just for myself now, but also for my child. This has motivated me even more. My plan is to finish my last semester at CSUCI in the fall and apply for a Master's in Psychology. I am motivated to set an example for my own child."*

Meet Kat:

Seeking political asylum from a war, Kat's family immigrated to the U.S. from El Salvador in the 1980s. Her father was pulled out of college in El Salvador to fight in the war and her mom never had the financial means to obtain a formal education. Kat is inspired by her parents' courage and resolve in making the tenacious journey to the United States. As the first of three siblings, and the first one to go to college, she garners motivation from her siblings, including her brother George who is a Biology major, minoring in Chemistry. Kat transferred from Victor Valley Community College to CSUCI in Spring 2018 and graduated in December 2020 as a double major in Sociology and Chicana/o Studies.

> *"I transferred from Victorville and didn't really know much about CSUCI. In being a first-generation college student, I found myself having to make major real life decisions that other people would have consulted their parents [about], but I didn't because my parents knew less than I did. At CSUCI, I found others that had similar experiences. To other transfer students, I would just like to say how proud of you I am because it's not easy. Continue to build bonds with your peers because as transfer students, we like to think that we can do it on our own because we've always had to do it on our own, but it doesn't have to be that way. Find support in your community and in your peers because there are so many of us. Our stories are just not told. Continue to bring visibility to the needs of transfer students."*

Meet Kaylee:

CSUCI transfer student, Kaylee Cheng, received a [Transfer Student Ambassador Award](#) (2020) from the National Institute for the Study of Transfer Students (NISTS). Kaylee is the Psychology club president, a peer mentor, and is pursuing two independent research studies focused on the transfer student experience.

The Transfer Student Ambassador Award recognizes outstanding transfer students who demonstrate excellence in leadership, public speaking skills, advocacy for transfer students, and potential for sharing meaningful information with transfer professionals at the local and national level. In addition, Student Ambassadors work with staff or faculty at their home campus to advance transfer-affirming programs and advocacy efforts. As part of her award, Kaylee has been invited to share her story and insights with transfer professionals online and at the 2020 NISTS annual conference.

> *"Being a transfer student is more than just a label to me—it's a part of my identity. I'm determined to prove that transfer students can be just as accomplished and successful as any traditional university student.*
>
> *... Transfer students are amazing! We're creative. We're diverse. We're inspiring. We're colorful. We're collaborative. We're individuals. And I don't think any of that is a coincidence. I think we need to remember: We are all of these things because we are transfer students, and never despite."*

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MEET THE REGIONAL TRANSFER SUCCESS INITIATIVE PARTNERS

CSU Channel Islands (CSUCI)

CSU Channel Islands is the youngest of the 23 campuses within the California State University (CSU) system. Our campus originated as a direct result of a community-led struggle to improve access to higher education in our region. After nearly four decades of dedicated advocacy to bring a university to the region, CSUCI opened its doors in 2002, having converted the former Camarillo State Hospital into a university rather than into a proposed prison. Nearly two decades since our founding, we are proud to be recognized as the first and only Hispanic Serving Institution (HSI) in the CSU and in California to achieve the inaugural 2019 Seal of Excelencia, and the only public four-year institution to serve Ventura County.

LATINX

28%   Fall 2009 (Pre-HSI Status)
53%   Fall 2019 (Post-HSI Status)

PELL

31%   Fall 2009 (Pre-HSI Status)
57%   Fall 2019 (Post-HSI Status)

1ST GEN

47%   Fall 2009 (Pre-HSI Status)
60%   Fall 2019 (Post-HSI Status)

HSI
HISPANIC SERVING INSTITUTION

HSI DESIGNATION (2010)

SEAL OF EXCELENCIA
¡Excelencia! IN EDUCATION
INSTITUTIONS SERVING LATINOS

SEAL OF EXCELENCIA (2019)

- CSUCI was named the 4th best college for Transfer Students in the Nation (MONEY Magazine, 2018)

- CSUCI ranked 20th in the nation out of 1,449 universities on the "Social Mobility Index." (CollegeNET, 2020)

- CSUCI ranked Top 25 "Best Bang for Your Buck" Colleges in the West (Washington Monthly, 2019)

- CSUCI's transfer student initiatives named as exemplary "Programs to Watch" (Excelencia in Education, 2019)

- CSUCI ranked as the 15th "Most Transformative College" in the nation." (MONEY Magazine, 2020)

- CSUCI transfer student Kaylee Cheng received a NISTS "Transfer Student Ambassador Award" (National Institute for the Study of Transfer Students, 2020)

- Amanda Quintero, Ph.D., former CSUCI Associate Vice Provost, Student Success & Community Engagement, received the NISTS "Transfer Champion-Catalyst" Award (National Institute for the Study of Transfer Students, 2020)

OUR REGIONAL COMMUNITY COLLEGE PARTNERS

For many students in the Ventura and Santa Barbara County region, the journey to earning a university degree is not a direct pathway through a single community college, rather, students often attend two or more community colleges before transferring, with some even continuing to take community college courses while enrolled at a four-year institution.

The Ventura and Santa Barbara County region is fortunate to be served by four accredited community colleges, all committed to regional collaboration. At the 2016 Regional Transfer Success Summit, institutional partner presidents were asked to describe 'why the regional collaboration is important to creating transfer student success' in one word and then to elaborate:

President Erika D. Beck
CSU Channel Islands (2016-2020)

*My one word, I would say, is **Transformative**. The level of collaboration that exists within the county is really quite unique and pretty extraordinary. This partnership allows us to take a regional lens on student success. And that's really powerful. All of the students in this region are ALL of our students. And it allows us to broaden access to student populations to really think about how students make it from the community colleges into CSU Channel Islands in a really intentional way. So for me, this regional lens is pretty extraordinary and wonderful for our students.*

President Cynthia Azari
Oxnard College (2016-2019)

*My one word is **Alignment**. First of all, as I learned more about [the RTS initiative], I learned that it is trying to build a transfer-going culture, but also building a college-going culture in our community....The collaboration in this community is unbelievable. So we can actually accomplish this. We can help develop this college-going culture throughout our entire community by leveraging resources, by collaborating, and by sharing--sharing best practices, sharing our students, and sharing data so we can all make better-informed decisions.*

President Luis Sanchez

Moorpark College (2015-2019)

*I created a word out of the following letters. The first letter is V for Vision. The second is O for Organize, because to get an initiative going it takes a vision and a strategic plan and goals and the second part to put the parts together. The third letter is L, for Leverage, and that's what the project represents, leveraging our resources to accomplish more together. So that's VOL. The fourth letter is A for Assessment; at the end of the project you want to see how you've done. And then the last letter is, some of you have already guessed where I am going, the last letter is R for Results or Return on Investment. So if you put those together, **VOLAR**, and that's the purpose of wings (ALAS) is to fly or to soar. There's an interesting thing about the word VOLAR. If you invert the vowels, you get VALOR, which is courage, and that's what it takes to fly, at least the first time.*

President Greg Gillespie

Ventura College (serving as VCCCD Chancellor, since 2020)

*The one word I have is **Perspectives**. The project has really been about establishing connections, connections that haven't existed before. And that's been very valuable to now have a dialogue that's focused on how to implement innovative practices in the classroom that improve student success. You know there's a lot of times in higher education where we're very good about talking. We can talk about things for a long time. But with this project it's not just talking. There [are] results that are happening. Actions are taking place in the classroom, which is where students spend most of their time. That's impacting them in positive ways and it's going to connect the community college students with the university and moving them to be successful when they make that transition.*

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REGIONAL TRANSFER SUCCESS INITIATIVE: AN OVERVIEW

Our cross-institutional Regional Transfer Success (RTS) initiative with Project ALAS as the anchor project, not only aims to improve practice, curricula, and policies that support students as they transfer to four-year institutions and complete their undergraduate education, but also focuses on cultivating in transfer students the confidence and sense of community they need to succeed and thrive.

The participating RTS initiative institutions cooperatively pooled resources and expertise to create a more effective, equitable, and successful regional transfer pathway by focusing on high-impact curricular practices (HIPs) and efficiencies to improve completion of a four-year degree, and support high-need, post-traditional students at critical points in the transition from community college to university.

We also infused all RTS programs and services with CSUCI's "Channel Your Success" messaging and support, to ensure transfer students:

- **BELIEVE** they have what it takes and can graduate in four years.
- Know they are exactly where they **BELONG**.
- Have support to **BECOME** a successful transfer student.

Through the RTS initiative we set forward these goals:

1. **Increase the percentage of students who transfer successfully** from the Ventura County Community College District (VCCCD) to CSUCI or to other four-year university, with a focus on Latinx and low-income students.

2. **Increase retention rates** by increasing the number of students completing or experiencing high-impact practices (HIPs) and interventions at each partner institution.

3. **Increase graduation rates** of all students, with a focus on Latinx and low-income students, so they can complete a four-year degree within two years.

4. **Improve transfer preparedness** among VCCCD students.

5. **Align academic success** by implementing cross-institutional high-impact practices (HIPs) and decrease the overall percentage of transfer students on first-term academic probation.

6. **Improve virtual student transition services** by providing a centralized portal for transfer information through the Ventura County Transfer Hub, expanding an online orientation for incoming transfer students, and establishing a virtual Transfer Bootcamp to connect incoming transfer students directly with CSUCI academic advisors.

7. **Expand a virtual HIPs repository** as a regional online resource to inform student development and for faculty use.

8. **Align practices, policies, and learning outcomes to "One Degree."**

CSUCI contributed to the RTS initiative's goals by developing and expanding multiple programs and services across three levels: Student, Faculty, and Institutional — all of which continued beyond initial grant investment and institutionalized greater effective support for transfer students. As an intentional component to its framework, the RTS initiative integrated key student success metrics, such as increasing transfer rates from regional community colleges, increasing retention rates of transfer students, and increasing graduation rates of all students, but particularly Latinx and low-income students, completing degrees within two years. The work of the RTS initiative utilized these goals as guides in conducting the work executed by the initiative.

STUDENT INITIATIVES

Transfer Success Student Academy

Held during the Fall semester, the Transfer Success Student Academy (TSSA) invites all community college students to spend a day with CSUCI faculty, staff, peer mentors, and academic advisors to learn about financial aid, different majors (regarding both major advising and career preparation, as well as guidance on course selection and graduation requirements), campus resources, the atmosphere of a university campus, and how to successfully navigate the transfer process. The aim of TSSA is to fortify transfer students with tools and information they need to become truly transfer-ready.

2019 Transfer Success Student Academy

To date, over 500 transfer students have attended the one-day event, with 95% of the most recent participant survey respondents indicating that the workshops contributed to their decision to transfer to a university. Additionally, 99% of respondents indicated that after the day's events, they were "excited about transferring to a university."

CSUCI is less than ten miles from Oxnard College, yet many students there do not explore CSUCI on their own. TSSA has helped excite students about the possibilities transferring to CSUCI can offer, while ensuring they have information and support for navigating the process. Oxnard College students now account for 11% of CSUCI transfer students.

2019 Transfer Success Student Academy

Transfer Bootcamp

Once transfer students confirm their intent to attend CSUCI they receive an invitation to the Transfer Bootcamp. The Transfer Bootcamp helps calm students' nerves, ensures their logistical 'ducks are in a row,' and sets them up for optimal academic and social success. Held one week before beginning their first semester at CSUCI, Transfer Bootcamp helps incoming transfer students better understand CSUCI's technological tools and provides information on various campus resource centers, including career services, and graduate studies services. Transfer students receive information about academic expectations at the four-year university level. Additionally, they review their own first semester course choices with academic advisors, meet faculty in their major, learn about the availability of emergency funds and food security support, and meet with CSUCI students who previously transferred and are pursuing similar majors and career pathways.

"I enjoyed the overall experience. It was very welcoming, fun, and it was great energy all around. The staff and everyone were amazing with answering my questions. Please continue to do this bootcamp, it was very informative."

2019 Transfer Bootcamp

2019 PEEP Leadership Training

PEEP

Peer Education and Equity Programs (PEEP) is a network of peer mentorship programs that provide support to students at three critical transition points in the college-going pipeline:

- **Outreach:** With the aim of building the college pathways at the community college and high school levels, PEEP outreach mentors facilitate workshops on topics such as post-secondary education options, financial aid, and staying on track to successfully transfer.

- **Embedded:** To ensure transfer students continue to thrive once they begin classes at CSUCI, embedded PEEP mentors are integrated into first semester upper division general education courses (a special UNIV series of courses, see page 24).

- **In-reach:** Because not every student who successfully transfers to CSUCI attends TSSA or Transfer Bootcamp, PEEP in-reach mentors focus on connecting with those who made it to CSUCI, but have not yet engaged with the campus community to help them develop a sense of belonging and encourage them to take full advantage of the resources available to support their academic success.

Designed to provide one-on-one guidance to recent transfer students in their first semester, embedded PEEP mentors assist students in UNIV courses to identify and access needed resources. This individualized support includes troubleshooting any difficulties they may be experiencing related to financial aid, academic advising, transcript, and coursework questions. Embedded PEEP mentors also help transfer students become aware of important matters such as registration deadlines, drop deadlines for courses, and other key facets of the university and academic life. Embedded PEEP mentors help ease the transition to the university and provide tips and assistance in "navigating the hidden curriculum", the cultural capital or "know-how" necessary to achieve success at a four-year university (e.g., how academic services are structured at the university, which often differ from how services are structured at community colleges; expectations of faculty; etc.).

Alfonso Vanegas

Oxnard College alumna, CSUCI and PEEP Mentor alumna

My position as an embedded PEEP [mentor] has had the biggest impact on me in my time at CSUCI. PEEP is an amazing network because it helps first generation or transfer students feel comfortable with university life and we help people get adjusted. When I started CSUCI, I started with an embedded PEEP [mentor] and she helped me out so much. She showed me the ropes and how things work at a university, which really helped me. While I've had plenty of retail jobs, fast food jobs, and food industry jobs, becoming a PEEP [mentor] was totally different. I love my position as an embedded PEEP [mentor] where I have been able to help other transfer students. Not only have I been able to help people, but this position gave me the tools to be able to facilitate and be able to teach other people, which are skills that first-generation or transfer students need. My position as an embedded PEEP [mentor] has really helped me to grow as a person.

Alyssa Lyons

Ventura College alumna, CSUCI and PEEP Mentor alumna

I was so proud that I was going to a university, it almost seemed like a dream. I never thought I could make it to a four-year school. I thought I was prepared because I had just spent nearly five years at community college. Unfortunately, I was wrong. The upper division coursework was much harder than I had expected. I overheard someone talking about a transfer seminar course and, luckily, I was still able to enroll. The best part of this course was that I received a peer mentor, someone who had just gone through the same struggles I was dealing with and was there to offer guidance. I remember thinking, "This is what I want to do. I want to help others. I want them to know that they are not alone". I will never forget the feeling I had when I was offered the [embedded] PEEP [mentor] position. Unexpectedly, this program became my community, my home, and my career path to higher education. It felt amazing to be part of an equity revolution through peer engagement. My PEEP family positively influenced my path. This program allowed me to make friends, provided resources, and I was thankful to have support from my amazing supervisors. They truly cared about our well-being."

UNIV Transfer Year Seminar Courses

Referred to as a Transfer Year Seminar course, CSUCI offers UNIV 350 as a three-unit course that satisfies upper-division general-education course requirements. Additionally, a PEEP mentor is embedded as part of that course, functioning as an informal intermediary between students and faculty. Each UNIV course includes:

- Twenty minutes of weekly facilitation conducted by embedded PEEP mentors on topics such as Syllabus Mapping, helping students map out important deadlines, review of the Schedule Planner and CI Academic Requirements Report (CARR) tools that help students in their academic planning, as well as workshops on campus resources and areas of support

- A requirement--as part of the UNIV 350 course grade-- enrolled students must attend a certain number of on-campus academic and career success events (i.e. Career Fair, Graduation Fair, Internship Fairs, Peace Corps Information Meetings, etc.), and participate in Dolphin Interest Groups (DIGs), small group mentoring sessions with embedded PEEP mentors, which help students by emphasizing what is learned in their class and also introduce students to additional on-campus resources.

- 121 transfers participated in UNIV 350 in Fall 2019

  - 55% from our regional partner schools, 33% from Ventura College alone

  - Among regional transfers enrolled in UNIV 350, 66% are Latinx, 81% first-generation, 75% Pell eligible

- 100% of Latinx transfers from Oxnard College who enrolled in UNIV 350 were retained from Fall 2018 to Fall 2019, compared to 83% of Oxnard Latinx transfers who did not take UNIV 350.

- Ventura College transfers who took UNIV 350 have a roughly 1 in 10 chance of earning a DFW[1] in their first semester, compared to a 2 in 5 chance for Ventura College transfers who did not take UNIV 350.

- All UNIV 350 enrolled, Latinx Santa Barbara City College (SBCC) transfers were in good academic standing at the end of their first semester, while 7% of their non-UNIV 350 counterparts were not.

- Moorpark College transfers who took UNIV 350 attempted 14.64 units on average, compared to 12.57 units for Moorpark College transfers who did not take UNIV 350.

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1 DFW: students receiving letter grades of D, F or those that withdrew from the class

UNIV 350 Data Summary

121 transfers participated in UNIV 350 in Fall 2019
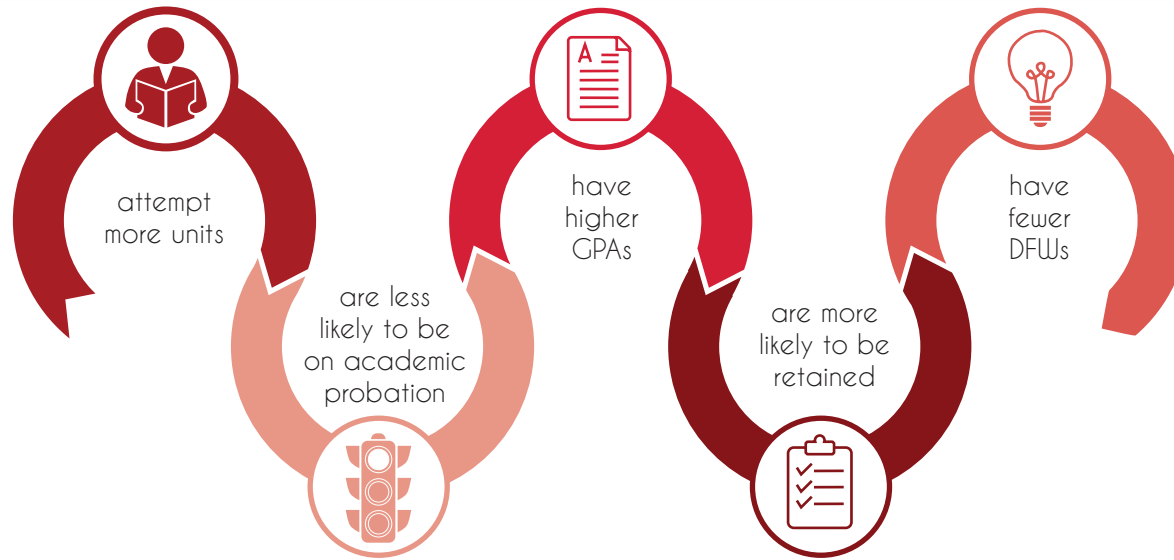
Among regional transfers enrolled in UNIV 350

66% are Latinx

81% are First Generation

11% are Pell Eligible
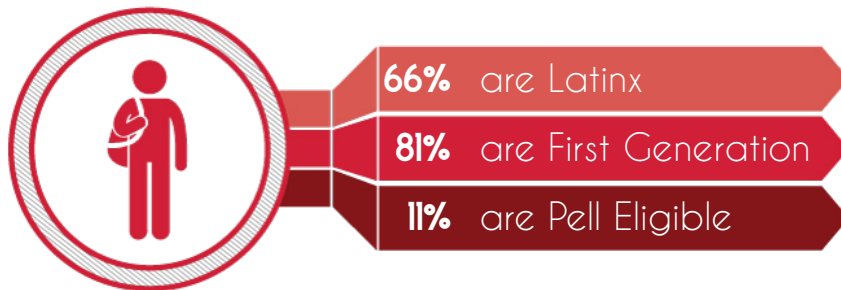
55% of transfer participants were from our regional partner schools (**33%** from Ventura College alone)

Students enrolled in UNIV 350:

attempt more units

are less likely to be on academic probation

have higher GPAs

are more likely to be retained

have fewer DFWs

100%

of Latinx transfers from Oxnard College who enrolled in UNIV 350 were retained from Fall 2018 to Fall 2019

83%

of Oxnard College Latinx transfers who did not take UNIV 350 were retained from Fall 2018 to Fall 2019

Ventura College transfers who took UNIV 350 had a roughly

1 IN 10 CHANCE

of earning a DFW in their first semester compared to a

4 IN 10 CHANCE

for Ventura College transfers who did not take UNIV 350

ALL

UNIV 350-enrolled Latinx Santa Barbara City College transfers were in good academic standing at the end of their first semesters while
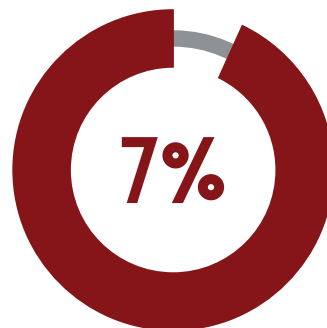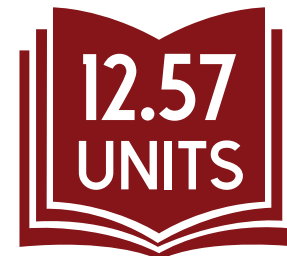
7%

of their non-UNIV 350 counterparts were not

Moorpark College transfers who took UNIV 350 attempted

14.64 UNITS

on average compared to

12.57 UNITS

for Moorpark College transfers who did not take UNIV 350

The student support pipeline under Project ALAS as part of the RTS initiative, worked to establish a culture of transfer success by matching relevant information with transfer student needs while working to improve retention rates of students once at CSUCI. And the benefits were clear. Students who enrolled in UNIV 350 were less likely to be on academic probation. This was particularly true for participating Latinx students. Of those who participated in UNIV 350, academic probation rates decreased for cohorts across all years of the Project ALAS grant. Students enrolled in UNIV 350 attempted more units, had higher GPAs, fewer DFWs (students receiving letter grades of D, F, or those that withdrew from the class), were less likely to be on academic probation, and were more likely to be retained, on average, compared to transfer students who did not enroll in UNIV 350.

In total, over 8,000 students have been provided support through the Regional Transfer Success initiative. Through the student-centered design of the program, transfer support was provided at every point in the transfer student process. PEEP outreach mentors focused their efforts at the community colleges, providing students with information about the transfer process while PEEP in-reach mentors focused their efforts on these students as they transferred into CSUCI, throughout the orientation process, and prior to the start of their first semester. Once at CSUCI, embedded PEEP mentors supported transfer students during their first semester at a four-year university. In total, more than 1,100 CSUCI transfer students participated in the UNIV 350 course and received extended, one-on-one guidance and support through the PEEP network.

FACULTY INITIATIVES

Regional Transfer Success (RTS) Faculty Fellows

Created as a cross-institutional, professional learning community, the Regional Transfer Success (RTS) Fellows program brought faculty of all levels from CSUCI, Ventura College, Oxnard College, Moorpark College, and Santa Barbara City College (SBCC) together in cohorts to identify curricular, programmatic, and potential policy changes that can improve the student transition experience from a community college to the first year at a university.

Arranged into cohorts by major or area of practice, faculty applied and were selected to be RTS Fellows via a competitive process, which resulted in a one-year stipended fellowship. The positive, cross-institutional relationships forged during each fellowship year have carried on beyond the one-year commitment of fellows.

Investment in Faculty at Every Level

HIPs

Although part-time/non-tenure track faculty make up the majority of instructional faculty at CSUCI and all community college partner institutions, they are the least likely to have access to continued teaching and learning professional development opportunities.

Creating Lasting, Cross-Institutional Connections

In 2017-2018, one RTS cohort convened academic counselors and advisors from all five regional institutions for the first time ever. As a result, counselors from Santa Barbara City College (SBCC) and Oxnard College uncovered a core issue: a large number of CSUCI transfer students were returning to their community colleges to receive academic advising on course selection. This insight directly informed the creation of the CSUCI Transfer Bootcamp program so that entering CSUCI students would leave the event having connected with an academic advisor concerning their first-semester class schedule. Cohort participants report that the cross-institutional collaborative relationships formed during their RTS Fellow year remained strong even after their term.

"Sometimes I think, at [CSUCI], we're the four-year university; we're kind of expecting community college partners to come to us. Now, I'm really rethinking that and being more intentional about meeting community college partners where they are and making an effort, as well."

Luis Sanchez, Ph.D.
Sociology, CSU Channel Islands

"I loved it because it was really hands-on....What happened was I was being mentored within my own group....It changed everything that I do because of the fact that we had an extraordinary group to work with....But I think the most important thing was that people wanted my success!"

Melinda Gándara, M.A.
American Ethnic Studies, Santa Barbara City College

"I got a lot of great ideas from my colleagues at the other campuses. I think it's obvious that a community college instructor should know what the university instructor is going to expect once a student arrives. It was great to have that cross-campus pollination."

Dolores Ortiz, Ph.D.
Sociology, Oxnard College

Regional Transfer Success Summit

The annual Regional Transfer Success Summit convened practitioners from across the region and state to specifically highlight transfer student innovations. For community college and CSUCI faculty, staff, and administrators and P-12 regional educators, the Summit highlighted the RTS Fellows' innovations for improving the experience of the region's transfer students. The Summit was the only event at which the presidents of Ventura County's four public postsecondary institutions, all of which are HSIs, came together to discuss our institutions' shared responsibility in ensuring students obtain their four-year degrees. The Summit has convened more than 400 practitioners to review the progress made in improving the transfer student experience.

2017 Regional Transfer Success Summit

"Now I realize that each conference is significant in its own way. I have definitely seen how we can collaborate as professors, faculty and staff and how we are all trying to accomplish similar goals."

Rubisela Gamboa, M.A.
History and Chicana/o Studies, Ventura College

"I get Rubisela's [Ventura College professor] students in my class at [CSUCI] and the transition is nearly seamless because they come in already prepared. Because of conversations we've had [as RTS Faculty Fellows], we know that our curriculums are very much aligned. I've had students who were excited after taking Rubisela's classes and therefore they enter my class with a lot of enthusiasm."

Jennie Luna, Ph.D.
Chicana/o Studies, CSU Channel Islands

"We have now established a certain level of trust and interaction between institutions. But, with that trust, we are now obligated to analyze the deeper, complex transfer problems. I think we have set the stage to start thinking about them."

Geoffrey Buhl, Ph.D.
Mathematics, CSU Channel Islands

INSTITUTIONAL INITIATIVES

"Align to One Degree"

To ensure courses taken at regional community colleges align with the degree requirements at CSUCI — so transfer students arrive as "true juniors" — the RTS initiative convened more than 100 faculty members from all regional partner institutions to resolve differences in course content, curriculum sequencing, and assessment tools and methodologies in order to optimize transfer student success.

Thus far, RTS initiative partners have focused on aligning core areas, such as math (Math Discipline Council) and writing (Regional Writing Conference); the popular majors for incoming transfer students, such as Sociology (Sociology Regional Council) and Communication (Communication Discipline Council); and Advising and Counseling (Alignment of Academic Advising and Counseling Services Across Institutions).

All partners coordinate their cross-institutional "one degree" alignment efforts to increase transfer preparedness, including shared undergraduate research opportunities that expose students to HIPs regardless of when they start down the path to a four-year degree.

Regional Transfer Success Fellows, Cohort 5

Regional Transfer Success Fellows, Cohort 5

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Ethnic Studies to Chicana/o Studies Regional Pathways

From the beginning of the RTS initiative, faculty identified the role of community engagement as critical to fostering Latinx student success and, as a direct result, faculty convened the first ever Chicana/o Studies Summit of Ventura County in 2017. During the inaugural summit in 2017, the region's teachers, faculty, community members, and school district representatives created the region's first Chicana/o Studies Disciplinary Council galvanized to build culturally relevant curricula and pathways from local high schools and regional community colleges to CSUCI that continues its work today.

2018 Chicana/o Studies Summit of Ventura County

As Summit co-coordinator, Professor Jennie Luna notes:

"The [RTS initiative] project allowed for sincere cross-institutional relationships to develop among faculty in our discipline in the Ventura County region. This is valuable for our transfer students and enhances the curriculum we offer throughout the different stages of our shared students' academic journeys. This collaboration led to three critical Chicana/o Studies summits [2017-2019] that inspired other regions across California to use us as a model.

'One of the major outcomes, aside from increased visibility in the region and successfully bringing faculty, teachers, students, and community together around shared goals, was the passage of an Ethnic Studies high school graduation requirement established in the Oxnard Union High School District. The organizing to make this a reality was a direct result of the Summit which will prove to increase graduation rates and academic success for generations to come."

Other accomplishments include: As a direct result of efforts from the Chicana/o Studies Disciplinary Council, educators, college students and high school students campaigned to implement an ethnic studies graduation requirement. Passed unanimously by the Oxnard Union High School District (OUHSD) on May 16, 2018, every freshman in OUHSD will take a required Ethnic Studies course by 2020. Momentum continued with Oxnard College establishing an Associate in

Arts Degree in Chicana/o Studies, which became available to all students August 2019, and Ventura College offering additional Chicana/o Studies courses and a transfer degree. Ventura Unified School District Board of Education followed suit by passing Resolution #19-20 that required Ethnic & Social Justice Studies on June 11, 2019, starting with the class of 2025. These victories demonstrate how much we can accomplish by working with our community and collaborating with prospective students and their families as educational advocates.

As co-coordinator, Professor Rubisela Gamboa notes:

"It's a beautiful thing to know you have support and your institution wants to see you succeed....Through the [RTS initiative], we gathered the community, students, faculty, and administrators to collaborate and take action. High school students in Ventura County will begin a new [ethnic studies] curriculum that embraces cultural competency and to live in their communities with pride and consciousness of other cultures' contributions to our society....A wonderful opportunity for students has been set in motion through these collaborative efforts. I am excited to see this educational pipeline blossom into successful careers within Ventura County."


Oxnard Union High School Distric Board Meeting (2018)

2019 Chicana/o Studies Summit of Ventura County

Regional Writing Conference

Writing skills are vital to critical thinking and success across the curriculum and beyond. With this in mind, an early RTS Fellows group proposed developing a regional writing conference to which regional faculty at every level were invited to participate. The goal of the Regional Writing Conference (RWC) was to gather writing-focused educators from various learning institutions and encourage collaboration, exchange best practices, and facilitate long-term learning success for our students.
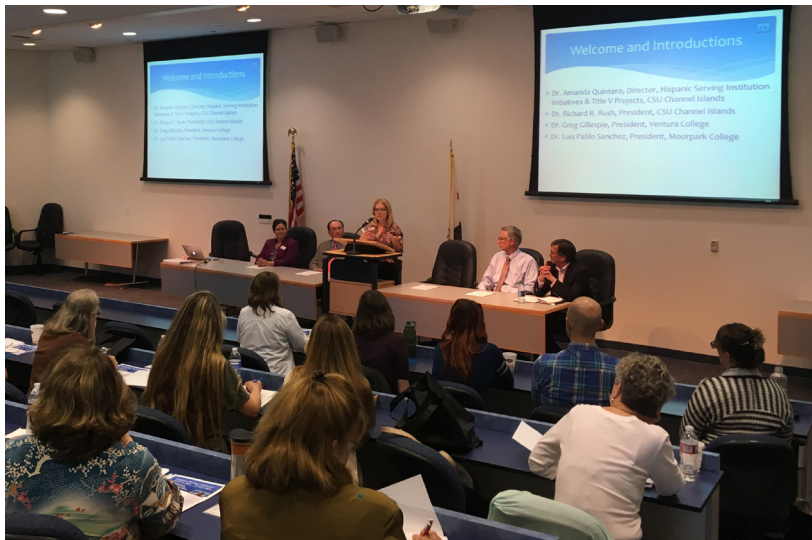
2016 Regional Writing Conference

"The greatest impact in developing the Regional Writing Conference was collaborating with colleagues at different institutions. Since many SBCC students transfer to CSU Channel Islands, this sort of collaboration will only prepare those students for success at their transfer institution. I, therefore, think the lasting change is seeing ourselves as a community despite the distance between our locations."

Melissa Menendez, Ph.D.
English, Santa Barbara City College, RWC Co-Coordinator 2015-2016

"The conference was an excellent opportunity to realize that we really are all working toward one degree with our students. Being able to connect with teachers from area high schools and colleges really allowed us to learn from one another, and having Tara Yosso present on culturally relevant data about students in our own region—some from Oxnard, even—really drove home the importance of our work. I have used several ideas from her talk in my teaching and it is incredibly powerful for our students to hear about [other transfer students] like themselves and envision their own success."

Kathleen Klompien, Ph.D.
English, CSU Channel Islands, RWC Co-Coordinator 2015-2016

Hosting the Summits

Every year, one of the participating campuses hosted the Regional Transfer Success Summit (Summit). This event served as a culminating event for the year's RTS Fellows, as an introduction and modelling for new fellows, and as a way to disseminate high-impact practices more broadly. RTS Fellows presented their projects and faculty, staff, and administrators from around the region were invited to propose and offer workshops on high-impact practices in the classroom and online, in advising, in recruiting, and at every level. Together we examined the structural barriers and explored ways to ensure greater transfer success.

Faculty who rose to the occasion to develop the theme for that year's summit and to lead the summit planning and development reflect on their experiences:

Professor Teresa Bonham from Oxnard College wrote:

"One of the best things about working with [the RTS initiative] is that it allowed me to meet local educators at CSUCI, my sister colleges, and SBCC, to collaborate with them, and to learn from them. Those connections have been very worthwhile. Hosting the summit on our campus was a huge feat. It was a nice way to show all the work that had been done over the course of the year. What I appreciated most about each of the summits was the opportunity to see everyone and to learn about their projects. [The RTS initiative] was a great experience that gave me the opportunity to learn from so many great teachers."

Professor Jeremy Kaye from Moorpark College told us:

"The cross-institutional aspect of [the RTS initiative] is really what made it great. I am particularly proud of having all of the 5 campuses involved in the Transfer Success Summit in 2017. Organizing the Summit was very very challenging, to say the least. But doing that really forced me out of my comfort zone. Overall, [my experience as an RTS Fellow] has made me a much more collaborative faculty member, more aware of equity-driven approaches of my colleagues, and willing to implement those approaches within my own pedagogy, college professional development, and service."

2017 Regional Transfer Success Summit

Virtual HIPs Repository

The Virtual Teaching and Learning Collective (V-TLC) is a regional online resource for faculty about student development and is a cooperative effort with CSUCI, VCCCD, and SBCC. This resource virtually builds communities of faculty and student learners, supports our regional efforts to "align to one degree", and fosters a culture of transfer success.

Specifically, faculty members in the region collectively share and implement effective pedagogy, culturally responsive teaching theories and practices, cross-institutional course alignment efforts, GE planning and development, and the infusion of high-impact practices and active learning within disciplines and/or across the curriculum.

By 2019, 82% of faculty who took part in faculty development programs centered on high-impact practices developed two new HIPs resources disseminated through the V-TLC HIPs Repository.

Virtual Teaching and Learning Collective (V-TLC) : https://v-tlc.org/faculty/who-we-are

"I feel like all the cohorts have done a really nice job of capturing the events and the workshops and the information [on the V-TLC]. And now we all have access to it so it continues well beyond as a resource. That's really important."

Anitra Lawson, M.F.A.
Film, Television and Electronic Media, Oxnard College

Inaugural Regional Transfer Success Summit (2015)

Our work to re-envision and redefine regional transfer student success has been more transformative than we could have imagined. We share a common cause across all major post-secondary institutions in Ventura County and beyond. We collectively engaged in the process of aligning services and expanding pathways to 'one degree,' essentially reweaving the tapestry of higher education for our region.

The Regional Transfer Success initiative enabled us to foster countless administrator, staff, and faculty partnerships; establish clear transfer pathways across multiple disciplines; continue to serve thousands of students throughout Ventura and Santa Barbara counties; and ultimately, more effectively and more equitably champion student success. All assessments thus far suggest these efforts will have a lasting positive impact, not only on our shared students, faculty, and institutions, but also throughout the region.

Despite the significant gains we've made, our shared work is far from complete. Without continued support of the regional transfer pathway improvements established, as well as ongoing refinement, evolution, and innovation, we recognize that gaps may continue to persist or even widen, especially post-COVID. As such, we realize that, as a region, we must continue the weaving process in the following areas:

- **Expanding our student-centered, equity-driven approach**
  Centering students' voices, perspectives, and experiences and harnessing the power of peer-to-peer support through the PEEP mentorship network is core to an effective equity strategy. We are committed to strengthening our peer mentoring, including training in high-impact teaching and learning practices and techniques in order to fully cultivate peer mentor leaders. Matching incoming transfer students with peer mentors who are of similar backgrounds, often Latinx, students of color, Pell eligible, and/or the first in their families to complete an undergraduate degree, has been key to fostering a culture of "belonging." Going forward, we recommend that services provided to incoming transfer students continue to fuse a student-centered perspective and peer-to-peer support as a vital element for expanding the effectiveness of a student-centered, equity-driven approach.

- **Fostering additional cross-institutional collaboration**
  The work of the RTS initiative laid a clear foundation for a team approach to transfer student success and fostered a deeper understanding of the integral role of each partner institution. This has resulted in the development of administrator, staff, and faculty relationships and opening a seamless transition within majors or disciplines across institutions, to create more equitable transfer pathways for students. Collaborative efforts must continue to connect transfer students to other areas such as undergraduate research and internship opportunities, expanding the work already completed.

- **Deepening data-informed action**
  The need for increased access to data and using a data-driven approach to inform the design of academic

interventions and continuous improvement to drive greater rates of transfer student success was underscored throughout our efforts. Barriers in lack of access to data and data sharing across institutions has played a significant factor in the initiative's ability to track students across institutions, ultimately impeding the efforts to support students at strategic transition points. We need to share student equity analytics, or 'liberate the data,' across institutions to learn what our students need to be successful and inform new practices that close equity gaps in transfer to a university, time-to-degree completion, persistence, and graduation rates. Of particular need is to have access to disaggregated data focusing on specific student populations such as Latinx students and students from historically underserved groups (HUGs). CSUCI needs more information about the community college students on a pathway to transfer as well as those who do not (whether they transfer elsewhere or stop out), while our community college partners need information about what happens to their students once they matriculate at CSUCI.

"The opportunity to intentionally serve students is clear— to build on a solid foundation of evidence-based practice, partnership, and transformation—and show the positive difference we can make as a diverse group of partners with a common cause—student success."

Deborah Santiago
Excelencia in Education, Co-founder and Chief Executive Officer

With a significant demographic transition occurring in our region, state, and nation, we must continue to advance an outreach-engagement-equity student success model that supports California's rising influx of post-traditional students. The demographic shift taking place in California and nationally is clear; the number of Latinx students will continue to increase in California's high schools and throughout the nation, creating a tidal wave of students entering our colleges and universities. Continuing to shift the onus of the transfer process from the shoulders of our students to our institutions of higher education is essential throughout our region and across our nation. As HSIs, we must better serve post-traditional students and accelerate Latinx student success. Efforts are being made statewide to build the California Cradle-to-Career Data System, which will eventually allow for better student tracking and sharing of data across all institutions. As we eagerly await the availability of this powerful tool, we view the release of this report as another useful step in this direction. It equips our regional higher education institutions with data about our shared students, and our higher education colleagues with proven and promising practices to continue transforming our institutions from Hispanic-enrolling to Hispanic/Chicanx/Latinx-serving institutions where institutional resources are prioritized and directed to where they are needed to close equity gaps in the pathway to degree completion.

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Table 1A. CSUCI Transfer Enrollment Profile - Fall 2019 - All Transfers (New & Returning)

	All Transfers	All Partner Schools	Ventura	Oxnard	Moorpark	Santa Barbara
All (N)	3545	2237	948	382	688	219
All (% of All Transfers)		63%	27%	11%	19%	6%

Table 1B. CSUCI Transfer Enrollment Profile - Fall 2019 - All Transfers Demographics (New & Returning)

	All Transfers	All Partner Schools	Ventura	Oxnard	Moorpark	Santa Barbara
Latinx (N)	1747	1168	563	289	211	105
Latinx (%)	49%	52%	59%	76%	31%	48%
First Generation - First to Attend or Graduate (N)	2032	1364	618	286	336	124
First Generation - First to Attend or Graduate (%)	57%	61%	65%	75%	49%	57%
Pell Eligible (N)	2096	1342	604	289	326	123
Pell Eligible (%)	59%	60%	64%	76%	47%	56%
Female (N)	2148	1370	607	236	393	134
Female (%)	61%	61%	64%	62%	57%	61%

Notes:

- All partner schools includes the four listed partner schools: Ventura, Oxnard, Moorpark, and Santa Barbara.
- In Table 1A, percentages are calculated from the total transfers enrolled at CSUCI.
- In Table 1B, percentages are calculated from the totals in each column in Table 1A.

Table 2A. CSUCI New Transfer Enrollment Profile - Fall 2019 - New Transfers (New Only)

	All New Transfers	All Partner Schools	Ventura	Oxnard	Moorpark	Santa Barbara
All (N)	1224	788	396	88	219	85
All (% of All New Transfers)		64%	32%	7%	18%	7%

Table 2B. CSUCI New Transfer Enrollment Profile – Fall 2019 – New Transfers Demographics (New Only)

	All New Transfers	All Partner Schools	Ventura	Oxnard	Moorpark	Santa Barbara
Latinx (N)	633	427	253	68	64	42
Latinx (%)	52%	54%	64%	77%	29%	49%
First Generation - First to Attend or Graduate (N)	764	528	282	79	113	54
First Generation - First to Attend or Graduate (%)	62%	67%	71%	90%	52%	64%
Pell Eligible (N)	657	424	229	68	86	41
Pell Eligible (%)	54%	54%	58%	77%	39%	48%
Female (N)	793	514	269	55	135	55
Female (%)	65%	65%	68%	63%	62%	65%

Notes:
- All partner schools includes the four listed partner schools: Ventura, Oxnard, Moorpark, and Santa Barbara.
- In Table 2A, percentages are calculated from the total transfers enrolled at CSUCI.
- In Table 2B, percentages are calculated from the totals in each column in Table 2A.

Table 3A. CSUCI Transfer Graduation Rates

2-Year Grad Rate (Fall 2017 Cohort)	48%	45%	43%	38%	49%	49%
3-Year Grad Rate (Fall 2016 Cohort)	73%	74%	73%	70%	78%	76%
4-Year Grad Rate (Fall 2015 Cohort)	79%	77%	73%	73%	81%	79%

Notes:
- All partner schools includes the four listed partner schools: Ventura, Oxnard, Moorpark, and Santa Barbara.

Table 4A. CSUCI Transfer Top Majors - Fall 2019 - All Transfers (New & Returning)

Top All Transfer Majors	All Transfers Major	%	All Partner Schools Major	%	Ventura Major	%	Oxnard Major	%	Moorpark Major	%	Santa Barbara Major	%
#1	Psychology	17%	Psychology	16%	Psychology	18%	Sociology	18%	Psychology	18%	Psychology	15%
#2	Business	12%	Business	13%	Sociology	14%	Liberal Studies	13%	Business	15%	Business	12%
#3	Sociology	10%	Sociology	12%	Business	11%	Business	12%	Health Science	8%	Sociology	12%

Table 4B. CSUCI Transfer Top Majors - Fall 2019 - All Transfers Demographics (New & Returning)

Top Latinx Majors	All Transfers Major	%	All Partner Schools Major	%	Ventura Major	%	Oxnard Major	%	Moorpark Major	%	Santa Barbara Major	%
#1	Psychology	18%	Psychology	17%	Psychology	20%	Sociology	21%	Psychology	18%	Sociology	17%
#2	Sociology	15%	Sociology	17%	Sociology	18%	Liberal Studies	14%	Business	16%	Psychology	16%
#3	Business	12%	Business	12%	Business	9%	Business	12%	Sociology	10%	Business	12%

Top First Generation Majors	Major	%	Major	%	Major	%	Major	%	Major	%	Major	%
#1	Psychology	19%	Psychology	18%	Psychology	20%	Sociology	19%	Psychology	21%	Sociology	16%
#2	Sociology	12%	Sociology	15%	Sociology	16%	Liberal Studies	14%	Business	13%	Psychology	16%
#3	Business	11%	Business	12%	Business	12%	Business	13%	Health Science	10%	Business	11%

Top Pell Eligible Majors	Major	%	Major	%	Major	%	Major	%	Major	%	Major	%
#1	Psychology	19%	Psychology	17%	Psychology	18%	Sociology	20%	Psychology	21%	Psychology	16%
#2	Sociology	13%	Sociology	14%	Sociology	17%	Liberal Studies	15%	Business	10%	Sociology	14%
#3	Health Science	10%	Business	10%	Business	10%	Business	11%	Health Science	9%	Business	11%

Top Female Majors	Major	%	Major	%	Major	%	Major	%	Major	%	Major	%
#1	Psychology	20%	Psychology	19%	Psychology	20%	Sociology	22%	Psychology	22%	Psychology	19%
#2	Sociology	12%	Sociology	14%	Sociology	16%	Liberal Studies	19%	Health Science	12%	Communication	13%
#3	Health Science	10%	Liberal Studies	11%	Liberal Studies	11%	Psychology	11%	Business	11%	Sociology	13%

Table 4C. CSUCI Transfer Top Majors - Fall 2019 - New Transfers (New Only)

Top New Transfer Majors	All Transfers Major	%	All Partner Schools Major	%	Ventura Major	%	Oxnard Major	%	Moorpark Major	%	Santa Barbara Major	%
#1	Psychology	17%	Psychology	15%	Psychology	18%	Psychology	17%	Business	16%	Sociology	20%
#2	Business	13%	Sociology	14%	Sociology	15%	Sociology	17%	Psychology	14%	Communication	13%
#3	Sociology	11%	Business	14%	Business	11%	Liberal Studies	14%	Health Science	10%	Business	13%

Table 4D. CSUCI Transfer Top Majors – Fall 2019 – New Transfers Demographics (New Only)

	All Transfers		All Partner Schools		Ventura		Oxnard		Moorpark		Santa Barbara	
Top Latinx Majors	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**
#1	Psychology	19%	Sociology	18%	Psychology	20%	Sociology	19%	Psychology	17%	Sociology	29%
#2	Sociology	15%	Psychology	17%	Sociology	17%	Business	18%	Sociology	16%	Business	17%
#3	Business	12%	Business	11%	Health Science	11%	Liberal Studies	15%	Biology	13%	Psychology	17%
Top First Generation Majors	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**
#1	Psychology	19%	Sociology	17%	Psychology	18%	Business	19%	Psychology	19%	Sociology	24%
#2	Sociology	14%	Psychology	16%	Sociology	17%	Sociology	18%	Business	12%	Business	15%
#3	Business	12%	Business	13%	Business	12%	Liberal Studies	13%	Sociology	12%	Psychology	13%
Top Pell Eligible Majors	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**
#1	Psychology	18%	Sociology	18%	Sociology	19%	Sociology	22%	Psychology	19%	Sociology	24%
#2	Sociology	14%	Psychology	15%	Psychology	18%	Business	18%	Health Science	12%	Psychology	15%
#3	Business	11%	Business	12%	Business	10%	Liberal Studies	13%	Business	12%	Communication	12%
Top Female Majors	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**	**Major**	**%**
#1	Psychology	19%	Sociology	17%	Psychology	20%	Liberal Studies	22%	Psychology	18%	Sociology	22%
#2	Sociology	14%	Psychology	16%	Sociology	18%	Sociology	18%	Health Science	14%	Communication	16%
#3	Health Science	11%	Business	11%	Liberal Studies	10%	Business	15%	Business	12%	Psychology	11%

Notes:

• All partner schools includes the four listed partner schools: Ventura, Oxnard, Moorpark, and Santa Barbara.

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