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The Research & Planning Group
for California Community Colleges

Transfer Practices at Reedley College

**Case Study #5 of 7 Featuring Colleges with
Consistently Higher Than Expected Transfer Rates
Fall 2008**



Part of the Transfer Leadership Center Project

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

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

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

Readers of the case study presented here may also be interested in the following, which are available on-line at <http://www.rpgroup.org/css/TransferLeadershipCenter.html> and <http://www.sbccc.edu/tlc>

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

For questions about any of these research papers, please contact Dr. Andreea Serban at Serban@sbccc.edu or Eva Schiorring at ESchiorring@rpgroup.org

REEDLEY COLLEGE TRANSFER PRACTICES AND STRATEGIES CASE STUDY

Introduction: In Spring 2007, the State Chancellor's Office of the California Community Colleges awarded the Transfer Leadership Center (TLC) study to investigate two-to-four year transfer practices and strategies. As part of the study's qualitative component, research teams from the Center for Student Success of the Research & Planning Group of the California Community Colleges conducted site visits to seven community colleges with higher-than-expected transfer rates. The site visits included extensive interviews and focus groups conducted with students, college counselors, faculty, administrators, classified staff, representatives from special programs, and high school counselors.

It should be emphasized that the research focused exclusively on what each of the seven colleges are doing to support and increase two-to-four year transfer. Accordingly, the case study that follows should be read not as an assessment of the featured college's overall performance, but rather as a review and analysis of one particular area of operations. Moreover, the case studies focus on what appeared to the researchers to be the most salient elements of the colleges' efforts to encourage and support transfer. The case studies are therefore not intended to present an exhaustive list of all transfer-related initiatives and practices at each college.

In addition to case studies on each of the seven colleges, the research team developed a cross-case analysis to identify common factors which appear to contribute to higher-than-expected transfer rates. The cross-case analysis – as well as the research protocols and the literature review upon which the protocols were based – can be found at <http://www.sbcc.edu/tlc>

Acknowledgement: The Research Team wishes to thank the many students, staff, faculty, and administrators at Reedley College who contributed to the research. We greatly value the perspectives you shared with us and the experiences and insights you provided.

A special thank you goes to Lore Dobusch, Transfer Center Coordinator at Reedley College, for her invaluable assistance during our visit and for providing clarifying information afterwards. Thanks also go to Dr. Ruben Fernandez, Vice President of Student Services, and to his administrative assistant, Cathy Ostos, for planning our visit, scheduling and recruiting for our interviews and focus groups, and generally making things extremely efficient and enjoyable.

CASE STUDY: REEDLEY COLLEGE

Reedley College				
President: Dr. Barbara Hioco				
Central Region: Fresno County, CA				
Fall 2007 Enrollment: 13,022 combined; 5,926 @ Reedley campus, 7,408 in North Centers – 4,670 @ Clovis / Willow International, 2,445 @ Madera, about 500 @ Oakhurst				
Ethnicity				
	All	Reedley	Clovis/Willow	Madera
Hispanic / Latino	45%	59%	25%	54%
White	34%	24%	50%	24%
Asian / PI	6%	5%	9%	5%
African American	3%	3%	3%	3%
American Indian	1%	1%	2%	1%
Other / Unknown	11%	9%	12%	13%
Gender				
	All	Reedley	Clovis/Willow	Madera
Female	61%	60%	59%	67%
Male	39%	40%	41%	33%
Age				
	All	Reedley	Clovis/Willow	Madera
19 or less	31%	31%	30%	31%
20 to 24	35%	34%	39%	32%
25 to 29	11%	11%	11%	13%
30 to 34	6%	6%	6%	8%
35 to 39	5%	5%	4%	5%
40 to 49	7%	7%	6%	8%
50 or more	4%	5%	3%	3%
Faculty				
175 Full-Time and 423 Part-Time				
Counselors				
17 FTEs, including categorical counselors				

SUMMARY

“We take the time that’s necessary to serve each student, form a personal connection, and try to ensure that students don’t feel rushed”

– *Reedley Counselor, March 2008*

“The counselor was awesome. She will go through [the material] as many times as needed to make sure I understand. They don’t rush you.”

– *Reedley student, March 2008*

“Sometimes you have to wait because the student before you is taking a lot of time. You’ll wait because you know that you’ll also get the time.”

– *Reedley student, March 2008*

Reedley College faces a unique set of circumstances in meeting its transfer mission, and given its recent inclusion as one of seven community colleges with “higher-than-expected” transfer rates, it has been successful in shepherding its students toward meeting their transfer goals. First and foremost amongst its unique circumstances, Reedley College represents an amalgamation of five physical entities: the Reedley campus and four centers in the North County. From Reedley, the Madera Center is 45 miles northwest, the Oakhurst Center is 70 miles north, the Clovis Center is 29 miles north, and the Willow International Center in Fresno is 33 miles north. Also of note, Reedley and the North Centers are a part of the State Center Community College District, which also includes the more urban (and larger) Fresno City College, directly in the geographic hub of the region covered by Reedley and its centers.

This geographic dispersion is accompanied by markedly different demographics at the different locations. Madera Center and the Reedley campus have a primarily Hispanic / Latino population, while the more suburban Clovis / Willow International Centers serve a more White and economically affluent population. To further underscore this point, the unemployment rate was most recently estimated at 16% in Reedley, 10% in Madera, while closer to 4% in Fresno’s northwest suburbs such as Clovis. Overall, the percentage of the population with Bachelors’ degrees is 19% in Fresno County, while in the more rural counties served by Reedley (Kings, Tulare, Madera) – it is closer to 12%.

Taken together, the presence of five distinct campuses, their resulting geographical dispersion, and some intriguing demographic differences lead to a very interesting backdrop for a case study of transfer practices at Reedley. One is struck most immediately by the apparent cohesion of Reedley’s approach. Through the use of state-of-the-art videoconferencing services, the Reedley campus and the North Centers remain in constant contact while efficiently utilizing both monetary and time resources by cutting down on travel. The net result of this, at least with the transfer function that we observed, was that even with the significant potential for a somewhat disjointed approach, a clear student-centered focus on transfer permeated the organization. While the report identifies a multitude of factors that appear to contribute to Reedley’s transfer success, we feel that three areas are of particular note.

First, we observed that Reedley and its centers consistently exude a student-focused environment; words and actions of campus personnel support students beyond what is in existence at many campuses. And while it is true that Reedley is relatively small in terms of enrollment (as are the centers), size appears to be just one factor contributing to the sense of ownership of student success that so many interviewees expressed. The common mantra from counselors, faculty, administrators, staff, current and former students, and staff from the local high schools – was that Reedley will “take as much time as it takes” to get the right information and framing in front of students. This personal touch and willingness to go the extra mile came through very consistently and is unusual for a college of any size.

Second, Reedley and its centers have extremely strong relationships with the local-feeder high schools. This is most clearly evidenced by its “Reg-to-Go” program, during which Reedley staff take their show on the road to the high schools, providing on-site orientation, placement testing, advising, financial aid services, and even course registration for the Fall semester over a three-day period. The fact that the high schools support this program underscores the strength of their partnership with the college. A final indication of Reedley’s partnership with local high school is the provision of a personalized annual report to each feeder high school on their graduates’ enrollment rates, financial aid awards, placement testing rates, outstanding student profiles and recent Reedley graduates from each high school. Clearly these strategic relationships pay off not only in the capture rate of high school graduates that Reedley enjoys but in the early shaping of the transfer goals that occurs back on the high school campuses.

Finally, there may be an opportunity for future analysis of Reedley’s higher-than-expected transfer success. Specifically, the presence of the Clovis / Willow International student population, which is relatively affluent and college-focused, may be a factor in the Chancellor’s Office study given that Reedley was treated as one entity. Numerous individuals stated that “transfer and bachelor’s degrees are expected” in the Clovis / Willow feeder high schools. The same expectations, to a slightly lesser degree, were expressed by representatives from the Madera and Reedley feeder high schools. Nonetheless, it would be interesting to re-run the analysis treating the Reedley campus, Madera Center, and Clovis / Willow Centers as separate entities. At this time, based on our observation, it appears that the approaches taken by Reedley and the North Centers are extremely consistent and we believe that several findings described in this case study may be replicable and worthy of consideration by campuses across the state.

Factors and Indicators Contributing to Higher-Than-Expected Transfer Rates at Reedley College

FACTORS	INDICATORS
Student-focused environment with an emphasis on developing personal relationships	<ul style="list-style-type: none"> ➤ Campus faculty and staff express strong ownership over student transfer success ➤ Structural bonds are formed between the campus and students through <u>personal relationships</u> ➤ Small class sizes ➤ Physical buildings at the North Centers create a personal atmosphere; Reedley campus layout sufficiently small to create sense of intimacy ➤ Counselors spend “as much time as it takes” to answer students’ questions, develop educational plans, etc ➤ Use of students to recruit and motivate peers to enroll in programs and to consider transfer ➤ Students who have transferred often stay in touch with Reedley faculty / staff

<p>Strong, strategic relationship with local high schools</p>	<ul style="list-style-type: none"> ➤ Reg-to-Go program – <u>absolutely critical indicator</u> – Reedley visits high school campuses for three days in a row to test, place and register students for the upcoming fall semester ➤ Great attention paid to relationship with each high school ➤ Personalized reports provided to each feeder high school on recent graduates and their experience at Reedley ➤ Annual Kaleidoscope event introduces local high schools to Reedley College and its programs ➤ Madera Center program offers college courses at high school campus for concurrent enrollment ➤ School invests \$330,000/year in high school outreach
<p>Transfer culture</p>	<ul style="list-style-type: none"> ➤ Transfer Counselor/Coordinator is invited by faculty to come into classes to talk about transfer ➤ Consistent, clear message about importance of transfer comes from the top of the leadership chain ➤ Message conveyed to students that the instruction they are receiving prepares them for four-year transfer ➤ High degree of instructor-counselor collaboration ➤ Transfer day with faculty / staff wearing logo apparel from their four-year institution ➤ Banners, flyers, posters about transfer all over the campus ➤ Transfer Coordinators can send transfer-related slides to instructors that are on the screen as students arrive ➤ Grant-funded transfer programs institutionalized ➤ Targeted outreach to transfer-eligible students ➤ Transfer Center Coordinator conducted 40 presentations on transfer in one semester ➤ Transfer highlighted in orientation and pre-orientation ➤ New one-unit courses on transfer have been developed; not in existence during cohort analysis time period, but indicates culture that has been created
<p>Strong integration of Instruction and Student Services</p>	<ul style="list-style-type: none"> ➤ Leadership consensus about transfer results in collaboration at the policy level ➤ VP of Student Services sits on Curriculum Committee, as does Articulation / Transfer Coordinator
<p>Strong relationship with four-year universities</p>	<ul style="list-style-type: none"> ➤ Fresno State and Fresno Pacific have strong and regular presences on campus ➤ Facilitated by presence of Fresno State faculty / counselors who are also Reedley College part-timers
<p>Strong support programs that emphasize transfer</p>	<ul style="list-style-type: none"> ➤ Transfer Olympics ➤ Honors Program ➤ Extended Opportunity Programs and Services (EOPS) in transfer center area – When students are ready, EOPS counselor will “walk them to the transfer counselor” ➤ Tutorial / Writing Centers focused on transfer ➤ Athletics Retention Program is nationally recognized for its transfer rate ➤ Madera Center College Advantage Program (MCCAP)
<p>High level of commitment to institution</p>	<ul style="list-style-type: none"> ➤ Low level of turnover among faculty / staff / administrators

<p>Effective use of technology</p>	<ul style="list-style-type: none"> ➤ Having four campuses that are far apart from each other geographically has catalyzed increased use of technology at the college ➤ Strong interest in using technology to connect students with four-year colleges ➤ High school outreach counselors want to use interactive features to reach high school students
<p>Strong articulation/transfer center functions</p>	<ul style="list-style-type: none"> ➤ Transfer Center coordinator at Reedley serves as a central, dynamic point around whom many activities evolve; another strong TCC serves the North Centers ➤ Articulation officer, because she is also TCC, is highly aware of instances where students run into problems with transfer ➤ The articulation officer sits on curriculum committee ➤ Articulation officer works strategically to support faculty with curriculum that reduces time-to-transfer and that clarifies path to transfer

1. METHODOLOGY

The site visit was conducted March 10 and 11, 2008. It included 13 interviews with 32 participants and three focus groups with 20 participants (see Appendix 1). In preparation for the site visit, the research team reviewed Reedley's 2005 College Self-Study, the 2007-08 Institutional Research Fact Book, the 2008 State Center CCD Strategic Plan, the 2007 School Relations Program Review, the Student Athlete Handbook, the college website and other documents relevant to transfer. Documents provided by the college during the site visit were subsequently reviewed such as statistical information provided on the district's institutional research website, flyers and other information provided by the Transfer Center, and personalized reports provided to each feeder high school. Appendix 2 provides a list of documents used to generate the case study.

2. COLLEGE OVERVIEW

2a. College Profile

College History: Located in Fresno County, Reedley College was established in 1926 as part of Reedley High School. In 1936, Reedley College constructed a separate building on the Reedley High School campus for additional classrooms and the administrative offices, and in 1946, the college recognized its role as a community college. The College moved to its current location at Reed and Manning Avenues, on the former site of the historic Thomas Law Reed Ranch, in 1956. The current location consists of 420 acres, 300 of which are occupied by the campus' working farm adjacent to the main campus. In 1963, Reedley joined with another one of the oldest community colleges in the state, Fresno City College, to form the State Center Community College District.

In 1980, Reedley College was renamed Kings River Community College, in recognition of its expanded reach. In 1998, the name Reedley College was restored in response to community interests.

Student Profile: Reedley College's 13,000 students are young with more than 65% under the age of 24. The ethnic profile of the students varies markedly by campus / center. The campuses in Reedley and the Madera Center are quite similar, with 55-59% Hispanic / Latino students and 24% White students. At Clovis & Willow International, the ratios are reversed, with 50% White and 24% Hispanic students. The ratio of women to men in the student body is consistent across the campus and centers at roughly 3-to-2.

Institutional & Community Profile: Through the Reedley College campus, Reedley also operates the "South Centers," which are located mainly on high school campuses in the following rural communities: Dinuba, Fowler, Kingsbury, Parlier, Sanger, Selma, and Sunnyside.

Reedley's North Centers are far more developed, and in fact account for 55% of the total enrollment under the Reedley College umbrella. Madera Center, which served about 2,450 students in Fall 2007, has been in operation for 20 years and in its current dedicated location since 1996. Oakhurst Center, serving about 500 students in Fall 2007, also recently celebrated its 10th anniversary at its current location. The Clovis Center has been in operation for over 15 years, and its impressive growth (to about 4,700 students in Fall 2007) led to the establishment of a new facility called Willow International near the previous Clovis location in Northwest Fresno. Phase I of the Willow International Campus opened in Fall 2007, with Phase II scheduled in the near future. While most of the classes have moved to Willow International, the Clovis Center will remain active as well.

The college serves a multitude of communities, ranging from the rural communities of southern Fresno County such as Reedley, Sanger, and Dinuba to rural communities in the northeast (Madera) and northwest (Oakhurst). In the middle of these rural communities sits the urban / suburban communities of Fresno and Clovis, whose residents populate Reedley's Centers and the Reedley campus as well as Fresno City College. Fresno County is populated by 890,000 residents, and the college also draws from the surrounding counties of Kings, Tulare, and Madera. Overall, the county's socioeconomic status varies, but on average is fairly low.

Demographically, the county's residents are 47% Hispanic and 36% White. As was noted previously, this varies markedly depending on the region – Madera and Reedley and its surrounding rural communities are primarily Hispanic and of a much lower socioeconomic status (SES) than the suburban areas of Fresno and Clovis.

Mission Statement: The mission of Reedley College is to “offer an accessible, student-centered educational environment which provides high quality, learning opportunities essential in meeting the challenges of a diverse, global community.” Following this mission statement, in a “Philosophy” section, Reedley concludes that “the goal of the college is to develop each student’s full potential as well as respect for self and others.” This message resonates in Reedley’s transfer function, where the college intentionally and consistently sets the expectation for students that they can and will succeed in their transfer goals. We heard this mindset repeatedly from campus personnel – from faculty to staff to administrators to high school counselors to students. Key quotes include:

“Reedley’s [environment] provides one-on-one, personal attention and personalized service – they take care of situations right there, and give students more attention.”
– *Reedley Feeder High School Counselor*

“Whatever path you take, the ultimate goal is a Bachelor’s Degree – it doesn’t matter where you start, but where you end. [Reedley College] provides an amazing second chance to commit to education.”
– *Reedley Feeder High School Counselor*

“We tell students what possibilities are available and support them on the way.”
– *Reedley Financial Aid Representative*

“Reedley College and the local High Schools encourage students to look beyond where their parents have gone.”
– *Reedley Counselor*

“The Board of Trustees looks at transfer very closely, and the directive comes down from the Board to the Chancellor to the President to the Vice Presidents to the rest of the administration, faculty, and staff.”
– *Reedley Academic Senate President*

2b. Transfer Profile

Transfer Indicators: The cohorts who were tracked for the purpose of the transfer study (see Appendix 4) ranged in size from 1,303 to 1,509 full-time, first-time Reedley students. The actual transfer rate for these cohorts ranged from a low of 40.6% with the 1999-00 cohort to a high of 43.5% in the 1998-99 cohort. The differential, or actual-less-expected transfer rate, ranged from 4.7 points in 1999-00 to 6.9 points in 1998-99.¹

In absolute terms, transfer to UCs and CSUs between 2001-02 and 2005-06 remained fairly consistent – ranging from a low of 438 in 2004-05 to a high of 509 in the most recent year, 2006-07. As is common throughout the California Community Colleges System, the vast majority of these transfers are to CSUs – UC transfer from Reedley varied from a low of 17 to a high of 29 (in the most recent year, 2006-07). Notably, the vast majority of Reedley’s CSU transfers are to CSU Fresno; the percentage of all CSU transfers represented by CSU Fresno was consistently between 86% and 89% for Reedley in the past five years. While this clearly reflects the proximity of CSU Fresno, it is also likely that this speaks to a tendency of the more rural student populations to remain closer to home

¹ The transfer rates used for this study were drawn from the 2005-06 Report, which contained the most up-to-date data available. Subsequent editions of the Transfer Rate Report (due out late in fall 2008) will include more recent cohort years (and drop the oldest cohort years); also, the rates themselves will be somewhat - although in most cases not markedly - different. To better understand how the rates may change, please see Appendix 4.

and familial ties, as well to the strength of the structural relationship between CSU Fresno and Reedley.

Transfer Center, Articulation and Counseling Staff: The Reedley campus has a Transfer Center Coordinator (TCC), who is technically assigned for 20% to the Transfer Center. As is often the case in smaller colleges, this individual wears many hats; she also serves as the college's Articulation Officer, the Honors Program Coordinator, and as a general counselor. Nevertheless, informants consistently remarked on the quality, quantity, and consistency of information disseminated and services provided by the Transfer Center. The Reedley TCC is supported by a full-time administrative assistant, who is dedicated organizationally 100% to the transfer function. Operationally, she also supports the articulation and general counseling functions of her coordinator as well.

In the North Centers, a general counselor was hired in 2006 to "focus on transfer." While not organizationally dedicated as Transfer Coordinator, this person estimates she dedicates about 50% of her time to serve in this capacity. She fulfills many of the same functions as the TCC at the Reedley campus, with the additional complications of dividing her time between the four centers in the north. High praise was given for the work of this North Center TCC, and all interviews with colleagues, students and the TCCs themselves suggest that the official Reedley and unofficial North Centers TCC work together effectively to ensure consistency and clarity of the information provided to general counselors, faculty, staff, and students alike.

Both the Reedley campus and the North Centers have challenges in terms of a physical location for the Transfer Center. At the Reedley campus, the Transfer Center has been located in the back of the Counseling area, which staff feels limits its visibility and walk-up / drop-in visits. Further, the total space dedicated to transfer has been reduced as additional counseling staff has been added. At Willow International, the current Transfer Center is down a long corridor of faculty and counselors' offices; with the planned new buildings, this situation will be addressed.

Nearly everybody, from the TCCs to the faculty to the administrators, felt that increased investments in transfer from a state level would allow them to dedicate more space to the transfer function. It was generally felt that the TCCs and the campus / centers "make do" with their current locations, and focus on optimizing their service to students given the physical location challenges.

All Reedley College counselors serve the transfer mission, and it was clear that the counselors as well as the faculty and administration felt that they were very consistent in the information they provide to students. The utilization of faculty counselors dedicated to the transfer mission was a source of pride at Reedley especially because their sister college uses paraprofessionals for at least some counseling functions.

Transfer Center and related transfer coordinator activities included:

- Student counseling focused on transfer outcomes
- Dissemination of accurate transfer-related information to general counselors, faculty, staff, and administrators (often through weekly updates)
- Coordination of 30+ informational transfer workshops
- Conducting application workshops, where Transfer Center personnel walk students through the process of applying to the four-year schools (even including going online to request transcripts from other community colleges)
- Organizing the on-campus Transfer Day
- Organizing student visits to four-year campuses
- Fostering the relationship with the four-year universities through continuous communication, including visits to Reedley and the North Centers (especially by CSU Fresno)
- Shepherding the strong relationships with the local high schools

- Organizing the on-campus Kaleidoscope college-fair event, which brings students and staff from the local community to the campus
- Facilitating the “Reg-to-Go” events that provide orientation, advising, financial aid counseling, placement testing, and registration on the high school campuses
- Organizing the “Transfer Olympics” program, an incentive-based program providing rewards for students who achieve milestones on the path to transfer, such as a personality assessment, career assessment, meeting with College representatives, forming an Ed plan, field trips, website resource utilization, etc.

While all these endeavors contribute to transfer, the student visits to four-year campuses were consistently cited by campus personnel and students as a critical component of the transfer function. Even as budgets have waned, the campus has made commitments to support these visits. For a college of Reedley’s size and location, the list of colleges visited (included in Appendix 6) is quite impressive, and reflects this commitment.

“Many of these students haven’t left ever their rural communities, and have never been to a four-year campus. These campus visits really open their eyes.”

– *Reedley counselor*

2c. Transfer-Related Investments

As described above, and in Appendix 5, the college organizationally invests .20 FTE in the Reedley campus transfer coordinator function and 1.0 FTE in a Reedley Campus administrative assistant. While no FTE is specifically dedicated to transfer in the North Centers, the counselor hired in 2006 focuses a significant portion of her time on coordinating transfer. Modest budgets have existed for supplies, with a larger budget dedicated to student field trips to four-year campuses. While the Partnership for Excellence (PFE) support for the field trips ended with the demise of PFE, the campus has attempted to support this function through a smaller budget line item and through the use of support from other sources. These field trips have become much more expensive with significant increases in the cost of buses, driver time, and mileage, which were reported as having been covered by the District in previous years. Numerous interviewees reported a desire to invest any new funding toward expanding this program.

3. COLLEGE CULTURE

3a. Informal, College-Wide Support for Transfer

During the site visit, the student-centered culture was highlighted repeatedly as faculty, counselors, staff, and administrators spoke about the responsibility Reedley has to its students and to the entire local community. Specifically, numerous campus personnel cited that the focus on transfer started at the top, with the Board of Trustees, and is channeled down from there. Faculty, staff, and administrators also repeatedly stated that they feel ownership of the students’ success in transfer (and other goals). As an example, a classified staff member commented that “our mandate is to be friendly and create a welcoming atmosphere.”

During the two days of interviews, over 50 informants seemed to agree that the entire campus embraces and promotes this mission. One gets the sense that this would be a friendly, welcoming environment without this type of mandate, but the constant reminders certainly facilitate the outcome.

Both counselors and general faculty described their internal, informal working relationships as extremely effective. Counselors noted that classroom faculty will often walk into their offices and discuss an individual student’s issues. Counselors were also quite impressed with the manner in which classroom faculty “were very cognizant of how their class fits into the transfer process.” The Financial Aid and Transfer Coordinators also reported that they will often provide PowerPoint slides to the classroom faculty to update students on key events and deadlines, and the faculty will put these

slides up on the screen as students enter the class before they begin their formal session. This is an amazing practice on a number of levels – both as a technique to get information to students who may not be available outside of class for contact, and as a symbol that faculty are truly invested in the integrated nature of serving and educating students in a community college environment. In addition, transfer and financial aid staff often provide five-minute classroom presentations providing information to students directly on a wide variety of topics.

3b. High School Support of Culture

This is an area of particular strength for Reedley. Students, high school counselors, and Reedley personnel alike cited the strong relationship between Reedley and the feeder high schools.

Reg-to-Go: In this program, a variety of Reedley campus personnel, including the Transfer Center Coordinator, general counselors, Financial Aid personnel, Placement Testing personnel, and Admissions & Records staff jointly visit the local high school campus.

From the 2007 School Relations Program Review we are provided the following description:

“Reg-to-Go is a year-round enrollment process that culminates with an on-site registration program (Reg-to-Go) at each high school in the service area. This service is coordinated by the School Relations Program in collaboration with the counseling Department and the Admission and Records Office. Applications are collected on-site at each high school from September through March. The Counseling Office provides assessment placement testing during December through March and Orientations during March through May on site for all feeder high schools. The Admissions office is responsible for the prior set up of all communications and the computer registration process on-site on the day of Reg-to-Go, at each feeder high school. Students must apply and take the placement test to be eligible. All eligible students are invited to the on-site registration at their own high school during March, April or May. There were 34 high schools registered in 24 days during spring 2006 for the fall 2006 semester.”

In a fun twist, the dates of each high school's Reg-to-Go (RTG) visit are determined by a drawing at the district-wide RTG planning meeting, which occurs at a luncheon at the high school counselors' conference.

Having observed the common difficulty of organizing even modest-sized events on high school campuses in other areas of the state, this program is impressive. The fact that the local high schools allow and encourage this practice also suggests a very strong working relationship with the college.

Further, given the commonly hypothesized transient nature of high school students considering collegiate options, it is impressive that campus personnel report that between 70% and 80% of those students who register for fall classes at Reedley on the high school campus in the spring actually show up on the campus in the fall. This actually compares favorably to the rate observed at those colleges with early Spring registration for their own students already in attendance. That is, the rate obtained in this high school → graduation → college cycle is equal or higher to that obtained within many colleges with their own students. Further, the practice may well serve to “catch” high school students whose post-graduation plans are elusive, as the structural bond they have to the college may serve to solidify their plans for them.

Comments from local high school counselors:

“When they leave their campus senior year, they have a [Reedley] schedule in their hands.”

“Registration to Go makes it easy for students to apply, before they walk off of our campus.”

“Reedley comes out to the high schools and makes the choice for them [the students].”

Sneaky? Maybe – but very effective and designed with the students' ultimate success in mind...

3c. Personalized Reports to the High Schools

Reedley also works to provide additional value from its end of the relationship, which can be seen through the annual reports provided to each high school by the college. These reports are personalized and provide a wealth of analytical information, including a count and capture rate for each high school graduating class at the college and its centers, a list of recent graduates, amount of financial aid distributed to graduates, and interestingly, the placement testing rates of their graduates benchmarked against all entering high school students. Inclusion of this latter data point is a particularly good idea, given that high schools often don't know that the vast majority (75-85%) of their graduates test pre-collegiate when they arrive on the community college campus. This somewhat indirect way of making the point has the potential to stimulate conversations about curricular alignment. Additionally, these personalized reports often include a student profile, providing a story and a face to this often invisible process.

3d. The Clovis / Willow International Factor

The question "Why is Reedley's transfer rate higher than expected?" elicited a host of answers, usually starting with the student-focused environment and the strong relationship with the high schools. Following closely behind in frequency was either a comment or a question about whether or not the study had considered the influence of the Clovis / Willow International Centers on the analysis. Nearly everybody cited the higher socioeconomic status and family educational levels of students in the suburban northwest Fresno location of these centers. Further comments included that "transfer is expected at Willow" and that "the students come preprogrammed to transfer." Given the strength of the high school relationships throughout the local communities, we also heard this kind of comment in the rural areas. It was, however, emphasized most emphatically in the suburban communities feeding into Willow / Clovis.

In the end, it might be interesting to compare the transfer rate separately for Reedley / Madera and for Willow / Clovis, to determine if the overall differential was consistent between the two groups.

However, regardless of the demographic differences in these student populations served, the programs and approach to transfer at all sites under the Reedley umbrella were consistent. In fact, many of the programs described below designed for underrepresented populations tended to be more prevalent at Madera and Reedley, where the need is greater.

3e. The Student Transfer Experience

The student focus groups showed consistency between student comments and statements made by faculty, staff, and administrators. The following quotes and those presented in the summary section underscore this point:

"We take the time that's necessary to serve each student, form a personal connection, and try to ensure that students don't feel rushed."

– *Reedley Counselor*

"The student population perceives that the college is invested in their success."

– *Reedley Transfer Coordinator*

"The counselor was awesome. She will go through [the material] as many times as needed to make sure I understand. They don't rush you."

– *Reedley students, March 2008*

“Sometimes you have to wait because the student before you is taking a lot of time. You’ll wait because you know that you’ll also get the time.”

– *Reedley students, March 2008*

In focus groups, students said they felt supported by the college and appreciated the personalized attention they receive, referring to the “smaller, more personal” feel and to the fact that “teachers make the effort to know our names.” A handful of students juxtaposed the Reedley environment to the campus’ sister college, Fresno City College, which some viewed as larger and more impersonal (a view which was respectfully shared by Reedley faculty and staff as well). A couple of these students commented that they actually live closer to FCC, but travel to Reedley because of its more personalized attention.

Students remembered the outreach personnel from Reedley visiting their high school campuses, and found them very helpful and informative. They all felt that they knew a lot about Reedley and transfer before they arrived, again indicating that the local high schools are championing the transfer cause. Student focus group participants also cited the Reg-to-Go program as a factor, providing the services and registering them back on their high school campus.

In another case of synchronicity, students reported that the faculty served as “informal advisors” toward transfer, frequently explaining what would be expected of them at the next level. In addition, students mentioned that faculty were quite knowledgeable about programs available in their field at the next level. Faculty, in turn, commented that “we serve as unofficial advisors” and “we are available to our students.” They also noted the strong Reedley tradition of faculty getting involved outside the classroom.

Other key student quotes:

“[Reedley Faculty] don’t talk to you like this is it – you’re going to need this material when you go on to a four-year school.”

“Teachers here push me to go further. The curriculum prepares us well.”

“I think that a lot of students transfer because they are encouraged to do so.”

As is often the case, students felt there could be increased availability of counseling, and cited the length of time to get appointments as a potential barrier. Interestingly, a couple of them knew that the TCC also serves as the Articulation Officer and as a general counselor, and suggested that more of her time be freed to do transfer counseling.

A final observation about the students we met was that they had considered the economic value of starting their college careers at Reedley vs. a four-year school. A number of them thus cited cost as a reason for attending Reedley (proximity was the other common reason) noting that Reedley served as a stepping stone into a variety of four-year options.

4. SERVICES AND PROGRAMS SUPPORTING TRANSFER

In addition to the previously mentioned Reg-to-Go program and host of transfer center / transfer coordinator functions, the following programs / events bear mention.

Kaleidoscope: Kaleidoscope is Reedley's "college fair", and serves as an open house for the community, currently enrolled students, and high school students in the district. The event is high-profile, attended by all sectors of the college and local community, and serves to highlight the college's programs and services. Activities during the event include campus tours, a welcome by the President for high school students, informational booths, food, a career fair, and music. It is also a useful event to re-emphasize the transfer function.

Transfer Day: Reedley conducts its Transfer Day with a unique flavor. One simple characteristic that numerous people cited was the practice of having faculty, staff, and administrators wear logo apparel from their four-year institution. This seemingly simple demonstration stimulates an atmosphere of inquiry that encourages the students to ask campus personnel about their college experiences. Informants suggested that the resulting conversations serve to open horizons of possibility for the primarily local students.

Tutoring / Writing Center: Numerous interviewees also cited the Tutoring and Writing Centers as significant factors contributing to improved student success. These Centers are nearly exclusively staffed by students – and this too was cited as a positive factor by both students and faculty. Specifically, students commented that they felt "more comfortable" being served by their peers, and that the student tutors "were very well-qualified." Faculty felt similarly strongly about the program, citing the peer model as working best both for the tutees and equally well for the tutors, who gain valuable experience in 'teaching' the material to their fellow students. This supplemental instruction model is well supported externally by research as well as internally by the Center's organization and infrastructure. For example, tutoring center staff send class lists to faculty asking them to identify potential tutors, receiving "a strong response" from faculty.

Early Alert: Reedley also offers an Early Alert program where counselors respond to faculty notification that a student needs assistance by contacting the student and by subsequently following up with faculty (commonly omitted at many campuses). While numerous campus personnel cited the strength of this program, classroom faculty were particularly laudatory, commenting on its widespread use and noting that the follow-up from campus services is quite strong and systematic. It was noted that it can be difficult to get the students to respond to the counselors, but faculty felt that the interventions grounded the students in reality, and informed them of the resources available to help the students succeed. Faculty also noted that they would follow up personally in many cases, again providing evidence of the strong sense of ownership cited throughout this case study.

Honors: Students, faculty, and counselors also cited the strength of the Honors program. Students felt that not only was the Honors curriculum strong, but the practice of mixing Honors with "traditional" students pushes all students in a healthy way. Students in the focus groups who had been on both sides of this fence agreed. Overall, this program appeared to be strong, vibrant, and serving a valuable transfer function.

5. TRANSFER OF SPECIAL STUDENT POPULATIONS

With Reedley's unique center / campus relationships and dichotomous demographics, "special student populations" has a different meaning than it does on many community college campuses. At Madera and Reedley, the primarily Hispanic / Latino population represents a sizable majority on the campuses; as such, services "geared" toward these special populations tend to be the totality of the services on the campuses. That said, the programs below play a key role in supporting these and other special populations.

Madera Center College Advantage Program (MCCAP): Initiated in 2001, this program targets the primarily Hispanic / Latino population served by the Madera Center, and involves high school students taking two community college classes from Madera Center in addition to their high school curriculum. The concurrent enrollment program provides this historically underprepared group of students with a head start that gives them a realistic chance at transferring in two years after they enroll at the Madera Center campus after high school. In addition to the coursework provided, the program includes orientation, matriculation services, educational plan development, individualized counseling, and progress monitoring. Another unique characteristic is that the high school district commits financially to the program by paying to bus the students from the high school campus to the Madera Center campus.

This program serves between 40 and 70 students a semester, and analysis of program data has indicated an impressive degree of success. MCCAP students have a retention rate of 97%, compared to 65% in the general population, and as many as 65% of these students transfer to a four-year institution.

Student Athlete Retention Program (SARP): Reedley's SARP is a nationally-recognized program designed "to assist all student athletes in completing his/her educational goals." There is recognition at Reedley that student-athletes are students first and athletes second. While the coaches of the various teams certainly are developing the skills of their athletes on the field, they also recognize that only a handful of the student athletes will achieve professional athlete status. As such, their focus must be on academic development. Further, athletes are motivated by the National Collegiate Athletic Association (NCAA) rules on academic achievement, which provide structural motivation to student athletes to achieve and transfer in a specific timeframe.

SARP was founded and is directed by a dedicated athletics counselor, who meets with each athlete three times a semester. In addition, all first-year student athletes enroll in a Guidance Studies class that helps them plan for and achieve academic success. The program establishes academic expectations for each student (outlined in a 33-page handbook), and provides them with the support necessary to achieve these goals. For example, student-athletes are required to attend study hall or receive tutorial services at least three hours a week.

While some might claim that this level of service exceeds that provided to the general student population, it is important to remember that quite commonly, the student athletes are among the most academically challenged upon entry to the college. Further, given the success of the model, it might be posited that students in the general population would be well served by more consistent contact and the more structured goals and resources of this program.

Extended Opportunity Programs and Services (EOPS): The importance of the role of EOPS with the historically underserved Hispanic / Latino populations was emphasized from numerous campus sources. At the Reedley campus, EOPS is located physically near the transfer center area, which facilitates integration with the transfer function. The EOPS counselor mentioned that when students are ready, the EOPS counselor will "walk them to the transfer counselor." In student focus groups, the financial resources and motivation provided by EOPS were identified as factors that contribute to remove at least some barriers to academic achievement and transfer.

6. TRANSFER CONNECTIONS

6a. High School Connection

This has been cited strongly earlier in this document.

6b. BA Connection

The college has extremely strong relationships with local CSU Fresno and the private Fresno Pacific University. CSU Fresno personnel visit Reedley weekly, are in constant contact with the campus, and, in a sign of the strength of the relationship, even attended our faculty focus group. CSU Fresno also conducts a “Dog Days” event on the Reedley campus, stimulating further interest. As was noted earlier, 85-90% of Reedley’s CSU transfers and 80-85% of their combined UC/CSU transfers attend CSU Fresno. Reedley also transfers additional students each year to Fresno Pacific. Clearly, these relationships are bearing fruit. Campus personnel also expressed interest in expanding student horizons past CSU Fresno. They are working to promote this through campus visits and other activities that open and expand students’ future academic goals and expectations.

7. BUILDING CAPACITY AND EFFECTIVE PRACTICES

Capacity Building: In response to the question of how and where they would invest additional transfer funds, interviewees were fairly consistent in their answers. Increased staffing was at the top of the list with students, faculty and staff agreeing that the two TC Coordinators (especially at the Reedley campus) were “stretched way too thin.” A high priority was thus increased time for the coordinators to focus specifically on transfer and increased transfer-related service offerings. Another high demand item was the desire for more field trips to four year campuses.

There was also a desire for improved and expanded physical facilities, especially in the North Centers where no dedicated Transfer Center space exists.

Interestingly, the faculty also proposed a formal faculty advising requirement, as part of their load. Other proposed items for future investments included marketing, increased online resources, staff to follow-up with students who have transferred, and a degree audit system to identify students close to transfer.

Key Findings: While all of the key findings identified below merit consideration, the researchers wish to draw special attention to the top two items on the list below:

- (STRONGEST) - Student-focused environment with an emphasis on developing personal relationships – including a strong attitude of faculty, staff, and administrator involvement of “getting involved” at the student level
- (STRONGEST) - Strong, strategic relationships with the local high schools
- Creating and maintaining a transfer culture
- Strong integration between Instruction and Student Services
- Strong relationships with the local four-year universities
- Strong support programs that support transfer
- Effective use of technology
- Strong articulation and transfer integration

Appendix 1: Reedley College Study Participants

Reedley Study Participants	
Interviewee Position	Comment
Transfer Center Coordinators	Two; one for Reedley campus, one for North Centers
Transfer Counselors	Five, including Reedley campus and North Centers
High School Counselors	Six, both in Reedley and North Centers service areas
High School Outreach	Four
Financial Aid Director	Two; one for Reedley campus, one for North Centers
Chief Instructional Officer	Two; one for Reedley campus, one for North Centers (shares CIO / CSSO duties)
Chief Student Services Officer	Two; one for Reedley campus, one for North Centers (shares CIO / CSSO duties)
Transfer Center Director	CSSO acts as administrative lead
Academic Senate President	Two; one for Reedley campus, one for North Centers
General Counselors	Five
Dean of Counseling	Two; CSSO acts as Dean at Reedley campus; one for North Centers
Articulation Officer	Also Transfer Center Coordinator
Classified Staff	Two; one for Reedley campus, one for North Centers
Total # of Interviewees	32

Focus Group Participants	# of Participants
Students close to transfer	6
Students participating in support programs	4
Faculty	10
Total # of Focus Group Participants	20

Total # of Informants	52
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Appendix 2: Documents Reviewed for Reedley College Case Study Analysis

- College Self-Study (2005)
- Institutional Research Fact Book (2007-08)
- State Center Community College District Strategic Plan (2008)
- School Relations Program Review (2007)
- Student Athlete Handbook
- College website
- College's organizational chart
- Reports from institutional research office
- Annual report from Reedley College personalized to each feeder high school
- Materials distributed by Transfer Center Coordinator to students
- Powerpoint slides distributed by Transfer Center Coordinator in faculty classrooms

Appendix 3: Reedley College Descriptors

Descriptors		Comment
History and location		
Year founded	1926	Formerly Reedley Junior College
Address	<p>Reedley Campus: 995 North Reed Avenue Reedley, CA 93654</p> <p>North Centers: Clovis Center 390 West Fir Clovis, CA 93611</p> <p>Madera Center 30277 Avenue 12 Madera, CA 93638</p> <p>Oakhurst Center 40241 Hwy 41 Bldg G Oakhurst, CA 93644</p> <p>Willow International Center 10309 North Willow Fresno, CA 93730</p>	
District	State Center Community College District	
Other colleges in district	Fresno City College	
Distance to nearest community colleges	Fresno City College, 26.2 miles north College of the Sequoias, 27.3 miles south	
Distance to nearest four-year college	CSU Fresno, 30.2 miles	
Students and Faculty		
Average enrollment Fall semester last three years (Fall 05-Fall 07)	12,569	
% Students Receiving Some Financial Aid	66% - Reedley, 60% - Madera, 42% - Oakhurst, 40% - Willow / Clovis	
% Students Receiving Federal Grants	24%	
Counseling FTE (Full Time Equivalent), including categorical counselors	17	
Counseling FTE (Full Time Equivalent), excluding categorical counselors	13	
BA indicator	16% by Chancellor's Office Study	Varies widely by campus / center; Willow / Clovis higher

Appendix 4: Reedley College Transfer Indicators

Reedley College Cohorts	Residual (Actual-Expected Transfer Rate)	Actual Transfer Rate	Cohort Size
1998-99 Cohort	6.8569	43.51	1,303
1999-00 Cohort	4.7067	40.61	1,320
2000-01 Cohort	5.3127	41.55	1,509

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

All seven colleges selected for the study showed consistently higher-than-expected transfer rates (a relatively large, positive residual) in the 2005-06 transfer rate study conducted by the Chancellor's Office. Cohorts of first-time college freshmen who completed a minimum of 12 units of community college coursework and who attempted a transfer-level Math or English course at some point during their enrollment were followed for six years from the time of their initial enrollment to determine the number and proportion transferring within that timeframe. As indicated previously, the "expected" rates factor in the percent of students who are age 25 or older and the bachelor plus index of the region.

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

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

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

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

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

Appendix 5: Reedley College's Transfer Investments

Transfer Staff and Functions	Comments	Budget (06-07)	Trend
Transfer Center Coordinator – Reedley Campus – Lore Dobusch	Time is split between Transfer Coordinator / Articulation / Gen Counseling	.20 FTE	Same since 1998
Transfer Center Coordinator – North Centers – Tasha Hutchings	Technically has no dedicated transfer function, but closer to 50% in actual transfer service rendered	.0 FTE	Added in 2006
Office Assistant	Technically dedicated to Transfer, but also helps with scheduling general counseling, Honors, Articulation, Career	1.0 FTE	
Field Trips	Used PFE money, when PFE ended, budget dropped from \$6,000 to \$2,000-\$2,500; In past year has risen back to \$6,000 for at least this year	\$6,000	With increasing costs of buses and driver time, trip cost has increased; as a result there have been fewer trips
Conferences	Was \$1,500 in past; currently borrowed from Articulation conference funds and/or faculty development conference funds	\$550	Downward
Supplies	Used to be \$1,500 line item; now request from VP of Student Services directly	\$1,300	Downward
Vice President, Student Services	5% of VP-SS included under transfer budget	.05 FTE	
Total	Extracted from 2006-07 Transfer Center Report from Chancellor's Office	\$92,712	

Appendix 6: Reedley College's Agreements with Four-Year Colleges and Representative Visits

Guaranteed Admission Agreements (major)	Articulation Agreements (major)	College/University Visits (2007-2008)
UC Davis	All CSUs	UC Berkeley
UC Santa Barbara	All UCs	UC Davis
UC Santa Cruz	Fresno Pacific	UCLA
UC Riverside	National University	UC Merced
UC Merced	University of Phoenix	UC Riverside
UC San Diego	University of Idaho	UC San Diego
UC Irvine	Vanguard University	UC Santa Barbara
	Brigham Young University	UC Santa Cruz
	Kansas State University	CSU Bakersfield
		CSU Fresno
		CSU Monterey Bay
		CSU Northridge
		CSU Sacramento
		CSU San Diego
		CSU San Francisco
		CSU San Jose
		CSU Stanislaus
		Cal Poly SLO
		Fresno Pacific
		University of Pacific
		St. Mary's College
		California College of the Arts