

Final Recommendation from Transitions Group April 2015

The Transitions Group investigated a student's experience from 2nd semester senior year in high school to Day 1 at the community college. The Group's goal was to brainstorm ways to improve that transition, either improving those projects which already exist or suggesting new ones.

Process:

The Transitions Group met every other week for 90 minutes through mid-April, with a minimum of 8-10 members attending. During those meetings, the Group identified projects of interest. They were discussed, and some were eliminated and some were retained to forward to CSM administration for consideration for implementation.

All the ideas the Group considered that were of importance are listed below, and, to facilitate decision-making, we have identified the top 2-4 priorities in each area, as they were voted on by Group members. In addition, we have submitted the other projects of interest.

The outcomes of this process are outlined below.

Complete minutes of each meeting are available [here](#) or at <http://bit.ly/1Hp5IS1>

Definitions:

Immediate: Single or few decision-makers. No major policy changes, no new full-time hires

Moderate: Some training, some additional funding, interdisciplinary collaboration may be necessary

Complex: More staff hired, more training for current staff, increased funding, more coordination might be 2+ years to implement, policy changes might need to occur.

Immediate -- 2015

Top Priorities	Description/Comments/Conversation
Streamline community college orientation	<ul style="list-style-type: none"> • Complete more activities in one 'fell swoop', less 'talking at' students, and shorter orientation. • Provide only enough information needed to move students from one step to another (segmented program). • Look at different models (Los Angeles Trade Tech?) • Does the community college frontload too much information that is not necessary for the first year/to enroll? • Should there be a mid-semester check-in, via counselors?
"Late", post-PEP registers' handbook/bookmark	<ul style="list-style-type: none"> • Create a handout/bookmark of matriculation steps for any student registering after PEP. All the focus went into PEP and for those registering later, their introduction isn't as concise and smooth. • We also discussed those students who are registering out of sequence (IE: Spring) and how they need a registration that is also smooth and concise.
Outreach around financial aid	<ul style="list-style-type: none"> • Financial aid department needs <u>to go out</u> to the community and make themselves more visible.
	Description/Comments/Conversation

Other projects	
Ambassadors:	<ul style="list-style-type: none"> • They are a valuable resource. How can they be used more effectively and more?

Immediate--2016

Top Priorities	Description/Comments/Conversation
Make enrollment process/orientation more interactive.	<ul style="list-style-type: none"> • New registrants should interact with enrolled CSM students and clubs as part of orientation. • Increase incentives for arriving to PEP (to counteract 'no shows')
Expand "Summer Bridge" or "Spring Bridge"	<ul style="list-style-type: none"> • Identify students with C average or lower, or through recommendations from high school counselors, and consider requiring or recommending participation in Summer Bridge or Spring Bridge.
Transport high schools students as a cohort to the community college.	<ul style="list-style-type: none"> • Transport high school students to the community college to engage in the enrollment process as a cohort. Consider having the bus paid for by the college, or share the bus cost.
Encourage high school students to take college classes at the college.	<ul style="list-style-type: none"> • Encourage high school students to take classes <u>at</u> the college campus in order to become more familiar with it.

Other projects	Description/Comments/Conversation
<p>Offer Connect to College prior to any PEP orientations, or offer two Connect to College orientations (possibly one early in the season and one in April).</p> <p>Increase the variety of PEP times offered. Saturdays? More morning opportunities? More earlier afternoon appts?</p> <p>Increase # of students in a PEP appt timeslot to 40 (to counteract any no-shows)</p>	

Moderate

Top Priorities	Description/Comments/Conversation
Improve summer communication/ activities to increase student engagement with the college.	<ul style="list-style-type: none"> • Summer school students need to be exposed to activities and clubs so they engage with the CSM environment.
CounselorWatch	<ul style="list-style-type: none"> • High school counselors meet with CSM counselors to identify at-risk students in order to support those students academically and emotionally when they reach the community college. <p>Additionally, counselors can be paid to work against "summer melt" (activating</p>

	summer time to be sure the most at-risk students come to class Day 1) Link to summer melt article
Dedicated CSM counselor per feeder high school	<ul style="list-style-type: none"> Each CSM counselor is assigned to a particular high school to help support the transition from high school to community college.

Other projects	Description/Comments/Conversation
Norming/rubrics	<ul style="list-style-type: none"> High school departments collaborate with college departments so both groups understand the expectations for students.
CSM hosts counselors/ college and career advisors yearly rather than every other year.	

Complex

Top Priorities	Description/Comments/Conversation
Alternative Placement	<ul style="list-style-type: none"> Use high school transcript grades as an alternative factor in determining placement. Consider requiring the transcript with community college matriculation (This could help with course selection, foreign language requirements, counseling appointment, etc.)
More directed outreach with high school staff.	<ul style="list-style-type: none"> Many students come from high schools. Creating close partnerships with stakeholders would be beneficial.
Off-site testing at high school for placement testing.	<ul style="list-style-type: none"> Using pencil/paper (not electronic...yet.)
Increase PR staff at CSM to focus on communications with feeder high schools	

Other projects	Description/Comments/Conversation
Use capstone projects , such as Senior Projects, as an alternative placement measure. These would be in addition to AP and SAT/ACT/EAP scores.	