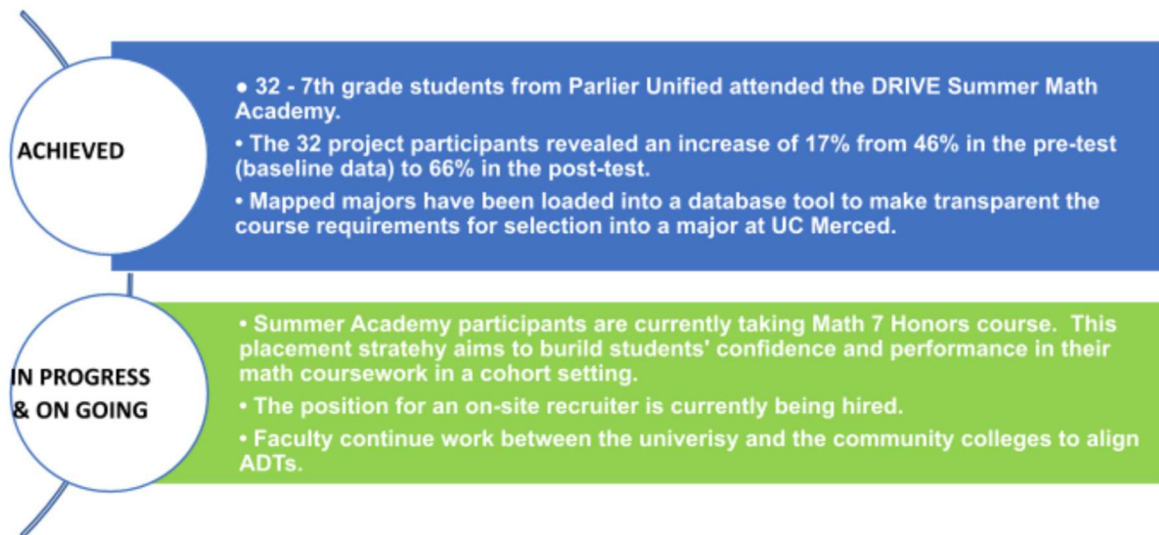


**Collaborative Partner: UC Merced**

**Project #15: UC Outreach: Increasing Transfer Pathways**

**Pathway(s): Engineering, Accounting, Single Subject Teachers**



UC Merced's overarching plan is to decrease institutional barriers for historically under-represented populations and increase transfer pathways to UC Merced. The barriers addressed through this effort include awareness of college admission and transfer requirements, access to information on college affordability, and alignment of coursework and transfer selection criteria between the community colleges and the four-year universities. Their proposal confronted the barriers from three fronts: support for dual enrollment as a mechanism for on-track A-G completion, physical presence and familiarity to the campus by the presence of a UC Merced staff and students to share information, and curricular alignment by bringing together faculty from UC Merced and Fresno area community colleges to align transfer requirements.

The first element of their proposal was to partner with high school districts to increase college readiness. The plan included the use of dual enrollment for summer school to assist with A-G completion rates. Using the data sharing agreements in place with Fresno area school districts and UC Merced's Center for Educational Partnership, a focused outreach and use of dual enrollment strategies was deployed to close A-G completion gaps. Looking at raising 11th and 12th grade students who may be off track with A-G completion, targeted communication will encourage the students to enroll in a dual enrollment summer course offered through Reedley College. Students should complete English 1A, earn college credit, and free up room in their

schedule to take the required coursework to complete their A-G course pattern before high school graduation, thus increasing the number of students graduating who are eligible for admission.

For those high school students with plans to start their postsecondary journey at a California community college (CCC), the program also supported their educational goals. An intersegmental Bridge Program was offered for CCC-bound high school graduates providing Math and ELA readiness to ensure their successful transition to a CCC. Additionally, planning conversations occurred during the bridge program to assist with the development of a transfer plan, including the exploration of Transfer Admission Guarantee (TAG) with the UC.

The second part of their proposal is an effort to increase transfer pathways from Fresno area community colleges. The UC Outreach initiative hoped to address the access barriers that are attributed to low familiarity with UC Merced, perceptions about UC affordability, and clarity around the transfer application and selection process. The program will place a transfer coordinator from UC Merced in the transfer center at Fresno City College to create a physical presence in the area and help support transfer exploration for community college students interested in completing a four-year degree. To align with the collaborative's focus, there is a specific effort to increase transfer pathways in engineering, management and natural science teacher preparation.

The coordinator will spend time between Fresno City, Reedley, and Clovis Community Colleges. With the presence of a full-time coordinator, this staff member will organize and spearhead the UC Outreach that occurs and work with student staff ambassadors who are current students at UC Merced to increase the presence and familiarity for Fresno area community college students. The coordinator will implement case management services for individual applicants and plan and oversee events held throughout the year.

Additionally, the coordinator will ensure a streamlined and efficient flow of student information and program information among the participating institutions.

A unique feature of the outreach initiative is leveraging a data-sharing agreement with Fresno Unified, UC Merced and SCCC to identify potential transfer interested students during their senior year of high school. An additional step is to create a UC team of outreach counselors who will focus on these students to conduct any ancillary services such as application workshops, UC Personal Insight Question workshops, outreach presentations, student panels and field trips.

The third component is connected to aligning coursework expectations and selection criteria. The curricular pathway effort would develop and recruit faculty convenings between UC Merced and Fresno County community colleges in an effort to align the Associate Degrees for Transfer (ADT)/Transfer for Admissions Pathways (TAP) four-year plans. Ultimately this effort will create not only a streamlined process, but introduce automated technology solutions to support this work. This work will assist to manage academic approvals of transfer initiatives, prioritizing engineering, teacher preparation and credentialing, management, and agriculture technology. Examples of the efforts include understanding course requirements for selection into a major that are not regularly taught at area community colleges and prevent transfer admissions or

disconnects between course content expectations in particular fields of study. The administrative support will assist with the coordination of faculty from the institutions to explore curricular alignment and develop a clear transfer map. Partnering with the Central Valley Higher Education Consortium, (CVHEC), the hope will be to expand that conversation broader and create clear pathways and strong curriculum alignment for community colleges throughout the region.

## Engineering, Education, and Accounting and Financial Management

- PATHWAY 1: College Readiness:
- In Spring 2021, the University of California, Merced, Center for Educational Partnerships convened administrators from the Parlier Unified School District and Reedley College to discuss intrusive student academic interventions for summer and fall of 2021. Collectively partners concurred on the need to coordinate student-centered programs that support students' seamless transition from high school to and through the community college system, increasing transfer rates for students in the San Joaquin Central Valley. The first consideration was to provide comprehensive services to English Learner Parlier High School graduates who were Reedley College-bound to ensure their successful matriculation and the completion of the Fall 2021 semester. Unfortunately, despite multiple recruitment efforts, only two students responded to the outreach conducted.
- The second consideration was an early intervention for Parlier students to be

college-ready by the time they graduate by offering them access to intrusive academic interventions. Thus, the implementation of the DRIVE Summer Math Academy. The partnership launched a four-week math academy at Fresno Pacific University from July 6-30, 2021. Instruction was held Monday through Friday, from 8:45 am to 3:25 pm. The

academy served 32 7th-grade students from the Parlier Unified School District. Students from the following elementary schools were served: Cesar E. Chavez, John C. Martinez, Matthew J. Brlitic, and S. Ben Benavidez.

- Fifty-seven (57) participants were identified based on multiple measures: 6th-grade math grades, most recent state assessment results, and instructor recommendation. Of the 32 students who participated in the math academy, 17 were male, and 15 were female. In addition, ten students were English Learners, 12 students were English only, nine students were Redesignated Fluent English Proficient, and one was Initially Fluent English Proficient (I-FEP).
- The post-test results for the 32 project participants revealed an increase of 17% from 47% in the pre-test (baseline data) to 66% in the post-test. Further, the district agreed to place academy participants with their academy peers and summer academy instructor in their fall math course, Math 7 Honors course. This placement strategy aims to build students' confidence and performance in their math coursework in a cohort setting. In addition, during the fall, efforts will be made to continuously monitor students' performance in their sequential math course to ensure they complete the course with a grade of "C" or better and exceed the C a-g subject requirement in math. This performance outcome supports Parlier students' postsecondary readiness for four-year institutions and supports their transition to community colleges and transfer readiness.

- Conversations are underway to launch intrusive academic supports to English Learner Parlier graduates currently enrolled at Reedley to support their successful completion of English 1 during their first semester at the community college.
- PATHWAY 2: Increased access and familiarity:
- With the late start to the funding, the position for an on-site recruiter is currently being hired. This will help with regular daily presence on the community college campuses of a UC Merced transfer admission advisor. Events for the fall semester are scheduled to bring Fresno City, Reedley, and Clovis Community College students to campus.
- PATHWAY 3: Clear curricular pathways:
- Faculty continue work between the university and the community colleges to align the ADTs. Those mapped majors have been loaded into a database tool to make transparent the course requirements for selection into a major at UC Merced.