California State Polytechnic University, Pomona

Application to the *Awards for Innovation in Higher Education* Program:

Applying High-impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success

CONTACT INFORMATION

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List of Participants

The other organizations participating in this application are the following:

- Chaffey College
- Citrus College
- Mt. San Antonio College
- Pasadena City College
- Rio Hondo College

Letters from the chief executive officers of each indicating support for this application appear in Appendix A.

Application Abstract

The Cal Poly Pomona (CPP) PolyTransfer Initiative is submitting an application to continue supporting our inter-segmental collaboration between CPP and local community colleges. Aimed at easing students' transfer through the State's educational system, PolyTransfer is focused on recruitment, enrollment, engagement, retention, and increasing timely graduation of transfer students, especially among underrepresented minority (URM) and first-generation students.

Since 2006, CPP has experienced a dramatic jump in our transfer student population. Between fall 2001 and fall 2013, the number of transfer students grew by 83%, from

1,362 students to 2,487 students. Responding to this trend, we created a cross-divisional team to investigate the transfer student experience and examine institutional practices that support or hinder transfer student success. Our findings led to the creation of the PolyTransfer Initiative whose goals are to:

(1) Create a "transfer receptive culture" that changes the campus culture for all transfer students, specifically for first-generation and URM students;

(2) Institutionalize practices and policies that facilitate a seamless transition from the community colleges and the four-year university;

(3) Implement High Impact Practices (i.e., summer transition programs, first-year experience programming, peer mentoring) positively correlated with persistence, deeper learning, and enhanced academic and social integration into the university, and known to have a significantly larger impact on URM students; and

(4) Develop a sustainable, replicable model that can be used by other institutions interested in focusing on the shared challenges that transfer students face and developing transfer-specific programming that leverages campus resources in new ways.

Assurance and Signature

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

Date: 1/6/15

Soraya M. Coley, President, Cal Poly Pomona

Question 1 – Program Goals

The PolyTransfer Initiative addresses the following California priorities: (1) significantly increase the number of bachelor's degrees awarded and (2) ease students' transfer from the community college into the CSU system. The more effective this transition, the more likely students will be academically successful and able to complete their bachelor's degrees in a timely manner. Building on the principles of SB 1440, a new joint transfer program between community colleges and CSU ("Degree with a Guarantee"), the PolyTransfer Initiative is making significant progress toward the State's third priority of enabling students to achieve bachelor's degrees within four years.

Since 2006, Cal Poly Pomona (CPP) has experienced a dramatic increase in transfer student population. Between fall 2001 and fall 2013, the number of transfer students grew by 83%, from 1,362 to 2,487 students. While this increase in enrollment has been intentional and mirrors California enrollment trends, students' protracted time to graduation continues to be a concern. Responding to this trend, a cross-divisional team investigated the transfer student experience and examined institutional practices that support or hinder transfer student success. It was concluded that transfer students receive very limited transfer-specific support services, academic programming, and advising. These results mirror national trends.

These findings led to the creation of the PolyTransfer Initiative with the following goals: (1) create a "transfer receptive culture" (TRC) that will change campus culture for all transfer students, especially first-generation and under-represented minority (URMs); (2) institutionalize policies and practices to facilitate a seamless transition from community colleges to CPP; (3) implement High Impact Practices (HIPs), i.e., summer transition programs, first-year experience programming, peer mentoring, etc., which positively correlated with persistence, deeper learning, and enhanced academic/social integration in the university, and are known to have a significantly larger impact on URMs; and (4) develop a sustainable, replicable model that can be used by other institutions.

Our unique multidimensional, holistic approach, leveraging the expertise of Academic Affairs and Student Affairs, consists of:

- Intervening at all levels of community college and the university through outreach and recruitment to support students through application, admission, and matriculation processes;
- Developing an orientation and transitional first-year experience program responsive to transfer student needs;
- Engaging transfer students academically and socially through HIPs; and
- Preparing students for graduation, graduate and professional schools, and effective participation in the workforce.

In the short term, we expect the number of transfer students who "drop/stop out" to meet or fall below the rate for students who begin as freshmen, an increase in the number of applications from URMs by 10% annually from community colleges, and an increase in enrollment of first-generation and URMs from our partner community colleges by 10% annually. Longer term, our goals are to match the two- and three-year graduation rates of transfer URMs to that of non-URMs; reduce the graduation achievement gap between URMs and non-URMs; foster and institutionalize a transfer receptive culture; and produce and disseminate research on best practices to share our results with academic colleagues interested in replicating our model.

Question 2 – Statistical Profile of Students

The target populations of our program are first-generation, low-income, and underrepresented minority (URM) – African American, Native American, and Latino – potential transfer students from our partner community colleges and similar students who have transferred to CPP. Services focus on the continuum of transfer students from entry at the community college, through graduation from CPP, and enrollment in graduate and professional schools or joining the workforce.

CPP, designated as a Hispanic Serving Institution (HSI) by the federal Department of Education, provides access to higher education for large numbers of Hispanic, first-generation, and low-income students. The campus serves more than 22,000 students (20,503 undergraduate, 1,626 graduate as of fall 2014).

The racial/ethnic composition is Hispanic/Latino (any race) 34.68%; Asian 24.43%; white 23.39%; Black/African American 3.19%; Native Hawaiian or Other Pacific Islander 0.39%; and American Indian/Alaskan Native 0.24%. The remaining groups (unknown, non-resident-alien, two or more races) comprise 13.68%. Of total enrollment, males and females comprise 56.25% and 43.75% respectively. For academic year 2014-2015, there are 69 students on ISIR identified as Orphan, Ward, and Foster Care with Units. In the current student body, 3.2% (648) students are self-identified as disabled. The number of low-income students eligible for Pell grants in aid for fall 2014 is 54% (11,164). The number of self-identified veterans enrolled for fall 2014 is 1.9% (393).

Factors disproportionately affecting URMs. Five factors[1] (see full citations in Appendix B) have been shown to have a significant impact (both positive and negative) on post-transfer transition processes: (1) *student integration* (perception of belonging) in the four-year institution, (2) *student involvement* (student behavior) in the four-year institution, (3) *environmental pull factors* (outside commitments such as family responsibilities and off-campus employment that prevent students from spending more time on campus), (4) *academic, social, and cultural capital* that students have at entry to the four-year institution, and (5) *transfer receptivity* of the four-year institution (e.g., the dominant cultural assumptions and social structures at the receiving institution can lead to stigmatization of transfer students).

The policies, procedures, and operating practices at four-year institutions can make it difficult for community college students to transfer course credit, enroll in courses requiring prerequisites, identify necessary academic, financial, or support services, or navigate the institution in other ways.

In addition, the lack of coordination and articulation agreements between two- and four-year institutions often cause students to take unnecessary courses or fail to take the appropriate prerequisite courses, which can increase time to graduation. Community college students face challenges in accessing curricula at their community colleges acceptable to receiving institutions. Curricular barriers to transferring can include non-transferable community college courses, the lack of a transfer articulation officer at the community college, curricular rigidity by four-year institutions that may refuse to accept courses other than those just like their own, and curricular changes at four-year institutions that do not take into consideration the impact on transfer students and are not communicated to community colleges. Moreover, the supplementary courses required for many impacted majors may not be offered universally or equitably accessible to all students at community colleges.

Other challenges unique to transfer students include limited financial aid assistance, lack of targeted scholarships, and exhaustion of financial aid eligibility, thereby limiting the funds available to them at the four-year institution. In terms of admissions and registration, transfer students' transcripts (for transferring credits) may be analyzed only *after* they have enrolled in four-year institutions, which may create unnecessary anxiety about course articulation and degree progress.

Furthermore, the receiving institution may exhibit a *deficit perspective*, which attributes low transfer rates to students' lack of motivation, academic preparation, or the skills to navigate the transfer process.[2] This "lens" manifests itself in that students' real-life and diversity of experiences are not acknowledged in the institutions' business practices, programs, and policies.[3] Further, educators at the receiving institution may (mistakenly) assume that transfer students do not need the same level of support as freshmen.[4] In short, the perspective of university educators is often negative, which can diminish transfer students' academic self-efficacy and confidence.[5]

As students adjust to their new institutions, they often experience *transfer shock*, "the tendency … to experience a temporary dip in grade point average (GPA) during the first or second [term]."[6] This dip, more pronounced in STEM disciplines,[7] has the potential to deflate students' academic confidence, which can affect whether they persist to completion. When community college students transition from a semester to a shorter quarter system (which CPP uses), this shock is especially problematic. Research[8] indicates that 79% of transfer students experience this shock, which can cause a "drop-out" (permanent withdrawal) or "stop-out" (temporary withdrawal) point.

Finally, the issue of social integration in the new environment is rarely addressed. Research[9] shows a significant difference in the *quality* of students' pre-transfer and post-transfer experience around student engagement. These differences can lead to dissatisfaction with the university and feeling unprepared to pursue a graduate degree.[10] Indications of this problem are the tendency for transfer students to work less with classmates outside class or speak to an academic advisor or professor about career plans.[11]

All these problems, of course, have been exacerbated by tougher admissions standards, sweeping budget cuts, increased campus and program/major impaction, and statewide enrollment reductions.

Impact of changes in policies, practices, and systems. The development of a strong institutionalized transfer receptive culture, strengthened transfer pathway policies and practices, coupled with integrated High Impact Practices (HIPs) will provide a sustainable, replicable model for transfer student success. HIPs, as identified by research, are proving to be very effective interventions and have a larger impact on URMs. These types of practices include: (1) a pre-matriculation summer program to orient transfer students to campus and provide academic/ social opportunities to feel "comfortable" in their new environment; (2) peer mentoring on academic and personal transitional issues by demographically similar students; (3) undergraduate research opportunities to gain hands-on experience to reinforce classroom learning and expose students to new areas of endeavor they might pursue; (4) internships and service learning opportunities; and (5) ongoing graduate and professional school preparation. (Please see Appendix C – PolyTransfer Logic Model for a detailed list of objectives, activities and timeline.)

Question 3 – Impact Prior to January 10, 2014

The CPP Western Association of Schools and Colleges' Educational Effectiveness Committee reviewed evidence from a variety of sources to assemble a 2010 internal university report, *Cultivating Excellence: Building a Learning-Centered Model of Polytechnic Education*, which advocates greater emphasis on developing and implementing High Impact Practices (HIPs) as fundamental building blocks of CPP's vision. The committee reviewed university statistics on retention and graduation, and the socioeconomic status of CPP students. It compared this information to what is known in the literature to arrive at an educational program most likely to be effective in: (1) retaining Hispanic, first-generation, low-income, and other URM students; (2) increasing the likelihood of graduation within six years; and (3) strengthening the university's academic, management, and fiscal infrastructure.

The committee learned that several interventions (HIPs) are consistently associated with retention and graduation among the target populations: undergraduate research and common intellectual experiences, first-year experiences, support services, peer mentoring, collaborative projects, and internships. Prior to 2014, CPP offered a limited range of interventions in the first three categories mentioned above to address the needs of transfer students, and more are in development. In addition to this work, CPP also focused on working more closely with local community colleges. Still, much work remains to be done (see Question 5).

Research and common intellectual experiences. Prior to 2014, students in STEM disciplines already had significant opportunities to conduct research. In preparation, first-year transfer students may take ECSE II, which introduces research techniques from a broad array of disciplines. Students, paired with peer and faculty mentors, participate in inquiry-based activities that help them learn basic approaches to research. They work in teams to decide on a group project, learn to write a proposal, formulate research protocols, and present their results. These courses are offered every quarter. Institutionalizing ECSE as an approved general education course is in process so that students receive credit toward graduation.

The Office of Undergraduate Research (OUR), established fall 2013 with a CSU Chancellor's grant of $72,000, coordinates university initiatives that support student engagement in undergraduate research. Students learn how to apply for research scholarships and grants, develop professional skills, and build a strong research portfolio. Specific programs include:

- The Research Initiative for Scientific Enhancement program (RISE), established in 2009, is a student development program sponsored by the National Institutes of Health for minority-serving institutions. Its goal is to increase the number of URM students, including transfer students, who complete PhD degrees in biomedical and related disciplines (biochemistry, bioinformatics, cell biology, genetics, immunology, microbiology, molecular biology, and pharmacology). The Cal-Bridge program is similar but focuses on students interested in astronomy and related fields (e.g., planetary science).
- The CAMPARE program recruits students from a network of community colleges and four-year universities in California to participate in undergraduate research projects for 10 weeks in the summer. Students receive stipends and paid travel/housing.

First-year experiences. All CPP colleges have first-year experience programs for freshmen. For example, the College of Engineering requires incoming students to attend orientation in the summer, participate in Fall Bronco Fusion (a three-day welcoming and orienting event), and enroll in a seminar. The college runs the Engineering Advising Center; operates the largest

Maximizing Engineering Potential program in California, which seeks to increase the number and diversity of students in engineering and boasts a high retention rate; supports Project Lead the Way, a national program that provides formal instruction for junior and senior high school teachers on incorporating hands-on engineering and other STEM electives in their curricula to encourage diverse enrollment in college STEM disciplines; and provides advising and roadmaps to help students complete their requirements in four years.

Support services. The Student Support and Equity Program (SSEP) targets first-generation, low-income, and URM students. It received a CSU Chancellor's grant to support a "summer bridge" program for transfer students. SSEP is home to the **Educational Opportunity Program (EOP)**. For over 40 years, EOP has helped thousands of students successfully transition to CPP and earn college degrees. Each year, the program serves more than 1,600 students, providing advising, tutoring, peer mentoring, college success seminars, and financial assistance. Students gain advice on study skills, time management, and leadership. SSEP is also home to **Renaissance Scholars**, a program that provides former foster youth with educational experiences and a nurturing environment to help them obtain a college degree. **The Science Education Enhancement Services (SEES)** program aids URM students pursuing science and math degrees.

Strengthening community-college-to-CPP pathways. CPP's Biology and Geology departments shared a $1.4-million grant in 2011 to improve the pathway for Pasadena City College (PCC) students to continue environmental science studies at CPP. (PCC invited CPP to share in its $5-million STEM grant from the U.S. Department of Education because of the connections among the biology and geology programs at the two institutions.) The goals are to increase the number of transfer students from PCC, improve their success at CPP, enhance collaborative research projects between the two campuses, foster mentor relationships between faculty and students, expose students to "real science," enhance their enthusiasm to continue their education, and procure equipment for field research. The grant is enabling enhanced advising and mentoring of PCC transfer students before and after the transfer process.

Funded through an NSF grant, the Science Technology and Engineering Math Talent Expansion Program, brings Citrus College students to CPP for a residential, faculty-mentored summer research opportunity.

Outreach to community colleges. Between fall 2001 and fall 2013, the number of transfer students at CPP grew by 83% from 1,362 to 2,487 students. Given this large increase, the PolyTransfer Initiative along with the Office of Admissions and Outreach began to put specific programs and services in place for prospective transfer students during the "Outreach & Recruitment Season" (August-November). These programs and services for the fall 2013 cycle included the following:

- **Transfer Center visits:** Regular weekly visits were conducted with outreach counselors at our partner community college Transfer Centers to provide prospective and one-on-one pre-admissions advising.
- **Classroom presentations:** Presentations were made to introductory-level CSU transferrable courses to provide students beginning their academic careers at a community college with a roadmap (addressing admission and major requirements) to transfer successfully.
- **Preview Day:** This campus "Open House" for prospective freshman and transfer students and their families provides information on CPP admissions and major requirements, the opportunity to interact with current students and faculty, and become familiar with the campus more generally.

Question 4 – Impact Since January 10, 2014

Research shows that student success is contingent on a collaborative relationship between Student Affairs and Academic Affairs.[12] The PolyTransfer Initiative takes this notion of collaboration much further. It is not just a partnership between Academic Affairs and Student Affairs but a broader, campus-wide and inter-segmental effort with community college partners to ensure seamless delivery of services. Close coordination among the various campus divisions/departments (see Question 8) enables students to take advantage of an array of programs, make efficient use of resources, and, because the institutions/divisions/departments have common goals, ensures greater likelihood of program success and sustainability.

In addition, commitment from the CSU Chancellor's office, the CPP President, and all college deans make transfer student success an institutional priority and, thus, support the *institutionalization* of this comprehensive approach. Moreover, the Initiative aligns with the landmark legislation SB 1440, "Degree with a Guarantee," which is a critical component to institutionalize timely graduation from community college and successful transition to a four-year university.

(1) Developing a Transfer Receptive Culture (TRC)

Institutions that enact TRC place a high institutional priority on the successful transfer of students, especially nontraditional first-generation, low-income, and underrepresented students. Practices that we have enacted supporting a TRC are described next.

Leadership dialog and allocation of resources, stakeholder commitment. A principle tenet of a TRC is the concept of cultural change. To create a TRC, the conditions for change must be created intentionally. To effect change, leadership creates the vision, aligns the resources, and secures the commitment of stakeholders. The institutional leaders gathered for a roundtable dialogue on integrating TRC language into CPP policies, procedures, and business practices. The goal is to ensure that partner institutions and CPP are in alignment in policies, procedures, and practices, thus providing a seamless process for students.

TRC symposium. Each spring, PolyTransfer sponsors a symposium to engage cross-sector stakeholders on building a TRC. In 2014, we collaborated with former U.S. Secretary of Labor (and new LA County Supervisor), Hilda L. Solís to host the "TRANSFERmations: Research, Practice and Advocacy" Symposium. In addition to CPP administrators, faculty, and staff, attendees included presidents and leaders from local community colleges (Chaffey, Citrus College, ELAC, Mt. San Antonio, and Rio Hondo) and the superintendent of Pomona Unified School District. Leading the symposium were Alfred Herrera, Assistant Vice Provost for Academic Partnerships and Director of the Center for Community College Partnerships at UCLA; Michele Siqueiros, Executive Director of The Campaign for College Opportunity; and Dimpal Jain, Assistant Professor of Educational Leadership and Policy Studies at CSU Northridge. All three are members of the PolyTransfer Advisory Board.

Transfer-student fall welcome reception. PolyTransfer, in collaboration with Orientation Services, the Office of Admissions and Outreach, and Student Support and Equity Programs (SSEP), co-hosts a fall welcome reception for newly enrolled transfer students. Administrators, faculty, and staff welcome the students to the campus as part of

[12]Engelkemeyer & Brown, 2010.

BroncoFusion (the campus welcoming activities). This is the first transfer-specific, campus-wide event at CPP.

"I 'Heart' CPP Transfer Students" campaign. In 2014, the "I 'Heart' CPP Transfer Students" campaign was launched. Similar to diversity training, this campaign promotes awareness about transfer student throughout the campus community. This campaign also connects transfer students to other students in their disciplines and colleges, and campus resources.

Increasing impact of PolyTransfer through technology. Technology is being used to build and promote a TRC. More specifically, through technology, the work of the PolyTransfer Initiative is being integrated into established campus information systems to broaden the impact in innovative ways. We use various methods described next.

- ***Blackboard.*** Blackboard is a password-protected learning management system application that enables the PolyTransfer office to communicate with transfer students. The office sends out weekly e-mail messages that encourage students and remind them of upcoming deadlines (e.g., registration, fee dates). We also use it to post advice (e.g., writing tips) and information about helpful resources and PolyTransfer events.
- ***Social Media.*** Transfer students use Facebook, Twitter, YouTube, and Instagram to share and interact with online content, connect with like-minded people, support conversations, and rapidly amplify and disseminate content.
- ***Blog.*** PolyTransfer uses Tumblr as a platform for student learning portfolios (e.g., here is what I'm learning right now) and reflection (e.g., here is my best work).

(2) Strengthening Transfer Pathways

Central to PolyTransfer is a strong focus on strengthening the community college transfer pipeline through enhanced, coordinated enrollment practices to facilitate a seamless transition to CPP. This requires the participation of the Office of Admissions and Outreach, Orientation Services, the Registrar's Office, and Financial Aid and Scholarships. Activities contributing to strengthening pathways are described next.

Community college outreach.

- **Transfer Center visits:** Regular weekly visits have been conducted with admissions and outreach counselors at our partner California community college Transfer Centers to provide prospective students and one-on-one pre-admissions advising.
- **Classroom presentations:** Presentations have been made to community college first-year experience programs and introductory-level CSU transferrable courses to provide students beginning their academic careers at the community college with a roadmap to successfully transfer. These presentation have included updates on impacted majors, and admission and major requirements.
- **General tours:** Using a well-trained and diverse team of student tour guides, we provide 60-minute campus tours year round, three times per day, and most Saturdays. New in 2014, tours were individually designated for target populations such as transfer students and veterans.
- **Preview Day:** This campus "Open House" for prospective freshmen and transfer students and their families provides information on CPP admissions and major requirements, as well as the opportunity to interact with current students and faculty. In 2014, PolyTransfer participated in the "transfer track." Transfer peer mentors play an integral part in this

outreach effort and meet in smaller groups with interested students from each of their colleges/departments.

- **E-mail/virtual counseling:** With a growing number of out-of-area prospective students, e-mail/virtual counseling is becoming the norm for reaching more students on their terms. Skype and GoTo Meeting are the principal tools used.

Events.

- **Community college counselor programs:** Admissions and Outreach conducts numerous counselor events annually. CPP hosted the 2012 CSU Counselor Conferences at the Ontario Convention Center and is scheduled to do so again in 2017. These conferences expose community college personnel to the opportunities available at CPP.
- **Community college prospective student programs – Preview Day:** This event serves as the campus' signature prospective student program. Held each fall, the program attracts 800+ prospective freshmen and transfer students (and their families).

Re-designed summer program and orientation. The mission of Orientation Service is to initiate incoming students into the intellectual, cultural, and social climate of the university, and prepare them for educational opportunities and student responsibilities. In recognition of the growing transfer populations and their unique needs, Orientation Services implemented a needs assessment survey that is administered at the end of students' first quarter on campus. The survey asks how well the orientation prepared them for their first quarter and what information and resources they would have liked that would ease their transition into CPP.

Results have shown that the orientation program is very successful in: (1) teaching students to use the Degree Progress Report tool and navigate student information system; (2) demonstrating that the community cares about them and their success; (3) helping them identify resources to address academic and personal challenges; and (4) helping them feel safe on campus. Student answers to open-ended questions provided valuable, constructive information related to transfer credit evaluation, advising, and student engagement. This information led to changes to the first summer program in an effort to specifically address transfer students' concerns. The survey will continue to be administered each year to newly matriculated transfer students after their first quarter as part of an on-going effort to continually improve their experience.

Results from this survey, as well as the momentum of the PolyTransfer Initiative, propelled redesign of the university orientation program. Some of the changes implemented include an extended campus tour, more time with academic advisors, articulation of academic expectations, discussion of the semester-to-quarter transition, and information about legislation (AB540 and the DREAM Act). Information on PolyTransfer is included in orientations held all summer for incoming transfer students. During each orientation, PolyTransfer Director Dr. Terri Gomez provides the faculty welcome and an overview of PolyTransfer programs and resources.

Curriculum development (SB 1440 transfer degrees; 2+2 programs). CPP is expanding its "2+2" program whereby a student spends two years at a community college taking lower-division and general education requirements so as to be ready to undertake major-specific requirements the following two years at a four-year institution. This program represents potentially extensive financial savings for students and the State. It is based on legislation launched with California Senate Bill 1440, "Degree with a Guarantee," that *guarantees* students' transfer to a CSU campus once they obtain an AA degree from a California community college that meets specified general education and lower-division major requirements for a bachelor's

degree in a similar field. Students are given priority consideration when applying to a four-year degree program similar to their community college major.

The related fields of early childhood (EC) studies and child development are good examples of how the 2+2 program is needed and how it works. Professional licensure in the field, until recently, only required an AA degree. However, federal legislation and support by the profession now requires a bachelor's degree to be a center director or take a leadership role, thus placing a burden on four-year institutions to address this need. CSU Fullerton has a very successful child development program, but it cannot meet the demand of community college students wanting to transfer in, especially from Mt. San Antonio College and Rio Hondo.

With the establishment of the Ludwig Endowed Professor in Early Childhood Education, CPP is developing a 2+2 EC program that will serve the thousands of students from Mt. San Antonio College and Rio Hondo who want to pursue this four-year degree. CPP has spent the last year organizing with community colleges and education leaders to develop this degree program and recently submitted it for academic approval. These types of programs, coupled with expansion AA transfer degrees, will have a significant impact on reducing time to degree for transfer students.

(3) High Impact Practices

PolyTransfer is applying a number of integrated High Impact Practices (HIPs) to increase recruitment, enrollment, student engagement, retention and graduation rates. HIPs address differential learning styles, are realized through various activities, have been tested extensively, and have proven effective for students from a variety of backgrounds.

CPP recently launched a HIP Scholar Program, which provides a community of students, faculty, and professional staff to help first-year and transfer students make a smooth transition to college. HIP activities foster student academic and social integration, involvement in college activities, and interaction with peers and faculty, which, in turn, produce positive learning outcomes. HIPs have proven particularly effective for our target populations. The HIPs that PolyTransfer focuses on are described next.

Pre-matriculation summer program. This program is the initial activity in the first-year experience program for transfer students. Its primary goal is to help transfer students come to see themselves as a part of the CPP community. In August 2014, the inaugural summer program was held to help prepare newly enrolled local community college students who were to begin classes in fall 2014.

In this program, students attended daily lectures with a CPP faculty member, a daily college writing session, and a series of workshops on how to avoid "transfer shock," library resources/research tools, undergraduate research opportunities, applying to graduate school, opportunities for student involvement through campus organizations, and effective strategies for transitioning from a semester to a quarter system. A graduate studies panel was also offered. If featured current/recent graduate students from MA/PhD programs in STEM, the Social Sciences, and the Humanities, many of whom were first-generation, URM transfer students. The program concluded with a faculty "meet and greet" that attracted more than 20 faculty members from across campus and key campus resource personnel (e.g., from the Registrar's Office, Financial Aid, Career Center, and Learning Resource Center). Students were matched with peer mentors from their CPP colleges who served as their program guides. In addition, the students worked on group projects with their mentors that were presented at the closing ceremony.

Peer mentoring. Nearly two decades of research on college student success demonstrates the benefits of peer support.[13] Peer mentoring incorporates numerous empirically validated methods, including student support and community building, that are effective for retaining and graduating URMs. As a HIP, peer mentoring is one of the most important elements of the PolyTransfer program. This support is critical to creating a greater sense of transfer students' connection, engagement, and involvement with CPP. Peer mentors are an integral part of transfer students' first-year experience program, working closely with students in the summer program, transfer orientation, BroncoFusion, and the quarterly "transfer academies."

Mentoring is provided by CPP transfer students, representing all colleges, who model the academic behaviors they expect of their mentees and university goals for social responsibility and diversity. They engage with transfer students as peers role models who look like their mentees and have similar socioeconomic backgrounds, create a learning community on a large campus with many commuters, increase student retention in entry-level courses in their first and second years at CPP, connect students to campus resources, such as tutoring and health services, and support academic skill development in writing and quantitative/critical thinking. In addition to working with fellow students, mentors play a pivotal role in helping plan and staff our programs and events, and speaking with prospective transfer students.

Each student in our summer program is assigned a peer mentor, an academically successful student who previously transferred to CPP and is trained to serve as an institutional and cultural broker. Mentors are required to connect at least once a month with their mentees in person or via technology. During each session, mentors evaluate their students' progress. They also make presentations at community college transfer centers to target URM students who seem transfer-ready.

Undergraduate research. The Office of Undergraduate Research coordinates university initiatives that support student engagement through research. PolyTransfer will continue to collaborate with these programs – see Question 3.

Campus support services. Competent writing skills are critical for all students including our target populations. Passing the Graduate Writing Test (GWT) is a requirement for graduation. Partnering with the Learning Resource Center, incoming transfer students are provided the opportunity to take a mock GWT the week before the summer program, then again in the fall. The exams are scored. Students who do not receive passing scores are invited to attend a series of supplemental writing workshops during our summer program. These workshops include tutoring, grammar instruction, practice tests, helpful hints, and information about study skills that can increase writing proficiency.

Quarterly "transfer academies." The PolyTransfer first-year experience continues throughout the first year with quarterly workshops on academic advising resources, preparing for the GWT, how to avoid and deal with "transfer shock," and applying to graduate school. These activities are essential to sustain transfer students' engagement, as it is during this first year that students begin to explore careers and graduate and professional school opportunities. PolyTransfer hosts quarterly activities the 4th and 7th week of each quarter.

Transfer Student Honor Society (Tau Sigma). In 2014, PolyTransfer chartered a chapter of Tau Sigma Transfer Honor Society at CPP. This program is intended to provide recognition of

[13]Tinto, 2010.

students' academic achievements, nurture student motivation, and provide social support for transfer students.

(4) Sustainability/Model Development

Embedded in the PolyTransfer Initiative are specific activities that will lead to sustainability and development of a replicable, scalable model. Two notable institutional assets are the recently established Student Success fee at CPP and the CSU Chancellor's Office Academic and Student Success grants, which provide permanent budget allocations to support programs focused on student retention, engagement, and graduation, particularly for URM students. Programs funded partially by these assets include PolyTransfer, Student Support and Equity Programs, Office of Undergraduate Research, and the Residential Intensive Summer Experience.

Grant seeking. The PolyTransfer staff has applied to a number of campus, private, and federal grant programs in 2014, including The CPP Kellogg Foundation. With the support of the incoming president, we will be submitting a proposal to the U.S. Department of Education's First in the World grant competition.

Transfer scholarships/internships. PolyTransfer is working closely with University Advancement and regional business leaders to establish a transfer endowment, scholarships targeting transfer students, and opportunities for internships (the latter is another HIP) in the region.

Dissemination of academic scholarships. As the PolyTransfer Initiative is embedded in CPP's Teacher Scholar Model, linking theory and practice, it provides opportunities for research, scholarship, and publication based on program evaluation. The Leadership Team has presented transfer research at NASPA, an organization for Student Affairs Administrators in Higher Education, and has drafted an article for submission to a peer-reviewed journal for publication (i.e. Journal of College Orientation and Transition, Journal of Higher Education, Journal for Diversity in Higher Education).

Sustained improvement through systematic self-assessment. To set the conditions for sustained improvement, several data collection activities were implemented at both program and institutional levels. Specifically, data was collected from PolyTransfer programming, orientation services, and campus-wide HIPs. Through these practices, we are building the capacity to track student success and make changes in our interventions when appropriate. We believe that scaling up and embedding reforms across CSU systems require strong alignment between institutional policies and reform efforts.

Question 5 – Vision for Continued Improvement after January 9, 2015

Plans for 2015 and beyond include expanding the scope and impact of PolyTransfer, extending outreach and recruitment beyond the community colleges to high schools, and developing new initiatives to support transfer students.

PolyTransfer will continue to develop, implement, assess, and expand a wide array of activities under each of the four objectives of the PolyTransfer Initiative. This commitment includes: (1) expanding the scope of the program by increasing the number of activities comprising the first-year experience for transfer students; (2) scaling up the program by increasing the proportion of new transfer students who participate in the summer program and year-long activities; and (3) expanding our collaborative partnerships by increasing the involvement of a wider range of faculty, Student Affairs professionals, Academic Affairs administrators, and other stakeholders across the community college and CPP sectors.

Because we know decisions about higher education are made in high school, we will expand our efforts in outreach and recruitment significantly. In particular, we will reach out to local school districts/high schools, including all feeder school districts and Sherman Indian High School.

The future vision of PolyTransfer also includes continued inquiry into and development of the specific initiatives described next.

(1) Further Development of the Transfer Receptive Culture

To develop a strong transfer receptive culture (TRC) – at both the sending and receiving institutions – it is imperative to have systematic and sustained engagement of diverse stakeholders in support of transformational change. Cross-sector (i.e., across CPP and our community college partners), cross-divisional leadership dialogues will continue in the form of the annual TRC symposium and the new fall transfer-student welcome reception. In 2015, in partnership with the CPP Faculty Center for Professional Development, we will develop a Learning Practice Community (LPC) to engage faculty and staff in grounded discussion, sharing, and learning about meeting transfer student needs.

To support outreach and recruitment as well as dissemination, we will develop a marketing/communications plan to engage stakeholders using technology. The plan will specify and use the most effective mechanisms to reach out to and interact with students, faculty, and staff to build brand awareness so that the campus as a whole is aware of our office and services and helps us promote our activities. This plan will include print and electronic materials, including blogs, as well as social media (Facebook, Twitter, Instagram).

(2) Strengthening the Transfer Pathway

Launch summer program for prospective transfer students. In partnership with our community college partners and in collaboration with their first-year experience programs, we will offer a three-day summer residential program for *prospective* students. This program will include faculty lectures, writing/study skills workshops, presentations on how to select a major and career opportunities, thinking beyond the BA to graduate/professional schools, etc. Community college students will learn to navigate the community college system with the goal of making a successful transition to CPP or other CSU campus.

Host "Shadow Days." Beginning in spring 2015, community college students who participate in a community college partner's first-year experience program will be invited to "shadow" a CPP student in their chosen major for a day. They will take in classroom lectures, visit with advisors and peer mentors, and partake of student university life at CPP.

Create specialized campus tour for transfer students. PolyTransfer is collaborating with the Office of Admissions and Outreach to establish tours *targeted* to transfer students, *given* by transfer students. This tour will differ from the tour for prospective freshmen in that the guides will be prepared to answer a diverse array of questions about transfer-related topics (e.g., Children's Center, transfer student housing, Learning Resource Center).

Enhance enrollment services. The Enrollment Services cluster (comprised of Admissions and Outreach, Orientation, Financial Aid and Scholarships, the Registrar's Office, and the Veteran's Resource Center) has committed to update existing student support services by establishing a One Stop Center that can facilitate transfer students' transition between our partner community colleges and CPP and complete their degrees in a timely manner. Specifically, this cluster is committed to implement new technology to expedite delivery and evaluation of transcripts.

Integrate academic and career advising. In 2014, CPP launched a new institution-wide, college-based Advising Center aimed at increasing retention and timely graduation. Through ongoing collaboration with the Advising Center and the Career Center, our goal is ensure comprehensive advising that is integrated with career counseling.

Increase number of community college partners. Our goal is to expand transfer recruitment and outreach efforts to include the Inland Empire and greater Los Angeles region.

Tools to support outreach to high schools. PolyTransfer will work with feeder school districts and Sherman Indian High School to develop high school-community college-CPP roadmaps to help high school students understand and successfully navigate each step in the educational process and the support services to help them transfer successfully each time.

(3) Extending HIPs

Increase scope of peer mentoring. Peer mentoring on campus occurs in a variety of programs. As PolyTransfer continues to grow, we plan to establish a unique model of peer mentoring based on a larger number of undergraduate and graduate student mentors. Mentors will work with the majority of the university's first- and second-year transfer students, supporting approximately 2,500 students.

(4) Ensuring Sustainability

Seek additional funding. To enhance and institutionalize our PolyTransfer Initiative, we will seek additional funds from various foundations and agencies focused on education, community college transfer students, STEM disciplines, URMs, etc. Our initial efforts will focus on the Jack Kent Cook Foundation, U.S. Department of Education and CPP Kellogg Legacy programs. The PolyTransfer Initiative is committed to the establishment of a transfer endowment by working with the Office of Advancement and local business leaders.

Conduct research and publicize our success to encourage replication. The Leadership Team will continue to conduct research on transfer-student success and development of a TRC at CPP. Presentations on the most recent program outcome data will be made at professional meetings. And we will draft articles to peer-reviewed journals focusing on the replicable processes and outcomes of the program. (See logic model in Appendix C for detailed list of activities and timeline.)

Question 6 – Impact on Average Cost to a Bachelor's Degree

Transfer students are already linked to cost savings from the State's perspective because they typically partake of a less expensive education for the first two years at community colleges rather than four years at more expensive four-year institutions. Additionally, the community college experience prepares non-traditional and under-prepared students who might not be financially or academically prepared to attend a four-year institution directly out of high school.

The PolyTransfer Initiative focuses on the outreach and recruitment, enrollment, retention, and academic success of students through advising, peer mentoring, and other support services that support sustained student progress towards a bachelor's degree and minimize the potential for stopping or dropping out. Meeting these goals is likely to result in a reduced time to degree completion. The more timely completion potentially places graduates more quickly into the job market as self-supporting adults contributing to the economy of California.

According to the CSU website "Measuring the Value of the CSU", CPP ranks extraordinarily high in cost effectiveness among the 23 campuses, as well as in comparison to public and private four-year institutions nationwide. Students who graduate from CPP, on average, pay less tuition, have significantly lower loan debt, and higher median starting salaries – please see Appendix E for detailed analysis. This data illustrates CPP's societal contributions and demonstrates greater accountability to individual students, parents, and the public-at-large.

Also in Appendix E, is a list of CPP's most recent national college rankings which attest to CPP's affordability and effectiveness in delivering access and student success. For example, CPP ranks #4 on the "Social Mobility Index" for helping low income students achieve financial success; was rated 13th in affordability among public schools in the nation for lowest average debt at graduation; and 74th out of 1,312 universities nationwide in terms of return on student investment.

Building on this culture of success, PolyTransfer guides students to maximize their time in community college by taking the appropriate transferrable courses, and spending fewer academic terms at CPP. As a result, the State of California will spend less supporting their tuition and other services on campus. The impact of reducing the time to degree will also free up space for additional students at CPP being. The overall pipeline to bachelor's degrees, therefore, will not be blocked by students occupying valuable space in classrooms and residence halls and making use of other campus resources and services. A more efficient pipeline to degree will support the State's first educational goal of increasing the number of bachelor's degrees awarded.

Similarly, SB 1440 and other 2+2 programs in development (see Question 4) guarantee transfer admission based on completion of general education and lower-division major requirements and priority consideration for students entering majors similar to their associate's degrees from their community college. These programs, *with the support of the PolyTransfer Initiative*, will make it much more likely that transfer students will complete their bachelor's degrees in two years at CPP, resulting in a savings to students, the State, and CPP.

The anticipated success of the early 2+2 programs is likely to stimulate development of additional discipline-specific programs, prioritized by the perceived demand initiated by our community college partners and the economic and job demands of the State. That, in effect, will widen the pipeline, increasing the number of students completing bachelor's degrees.

Question 7 – Risks or Tradeoffs

The PolyTransfer Initiative and other programs on campus that target transfer-student recruitment, enrollment, retention, and shorter time to graduation are already proving to be successful. While there are always risks in being able to sustain an innovative program, there do not appear to be any tradeoffs that have resulted by implementing our program.

It is the consensus that all the required elements to sustain the effort are in place: (1) institutional commitment, (2) infrastructure, and (3) ongoing funding. The risk is that without leadership, collaboration, and program monitoring, any one of these three critical elements could collapse and result in program failure. Efforts to reduce the risk of weakening any of these three elements are discussed next.

Institutional commitment. Like most universities, CPP devotes a great deal of academic, financial, and student support resources to the recruitment, enrollment, and retention of freshmen. In this context, the success of the PolyTransfer Initiative and other programs targeting transfer and especially URM transfer students requires an institutional paradigm shift at the highest levels of the CSU system and CPP campus leadership: It is critical that the needs of transfer students be viewed just as central to the mission of the university as those of freshmen students. This is already taking place. The PolyTransfer Initiative is now supported by an annual (ongoing) allocation of $80,000 from the CSU Chancellor's Office. The program also enjoyed the demonstrated support of outgoing CPP President Dr. J. Michael Ortiz.

CPP's new President, Dr. Soraya M. Coley, has already been highly supportive of our program *prior to taking office January 1, 2015*. Dr. Coley will be the first woman to serve as President at either of the CSU's two polytechnic campuses. According to the *Los Angeles Times,*[14] she brings a "long and rich history of providing the highest education to a highly diverse student body" having worked to secure private funding to expand STEM programs and outreach to women and minority students. She is quoted (same article) as embracing CPP's "learn-by-doing" philosophy and describes the campus as "one of the most diverse universities in the nation." With her clear commitment to diversity, we anticipate new initiatives from her office to expand our efforts to recruit, enroll, and support successful transfer of a more diverse cohort of students.

Support from faculty. Central to the development of a transfer receptive culture is faculty and staff engagement. As outlined in Objective 1 (see logic model in Appendix C), our faculty and staff are engaged through seminars, workshops, learning practice communities, the annual TRC symposium, and expansion of the campus-wide HIP Scholar Program. The "I 'Heart' Transfer Students" campaign is also an important campus effort to help transfer students and the campus community easily identify faculty and staff who advocate for transfer students.

Support from University Advancement. As noted under Objective 4, Sustainability and Model Development, (Logic Model, Appendix C) the PolyTransfer Initiative is partnering with the Office of Advancement and the San Gabriel Valley Economic Partnership to explore the development of a transfer endowment, scholarships targeted to transfer students, and internship opportunities with local businesses.

Support from key partners on campus. As noted in letters of support in Appendix G, our Initiative has broad support from the leadership of Academic Affairs and Student Affairs.

[14]Los Angeles Times, "Cal Poly Pomona names new head," September 14, 2014, p. A25.

We also depend on extensive collaboration with key stakeholders across our campus and across other educational sectors (i.e., our partner community colleges and, in the future, high schools).

Support from high-level administrators from partner community colleges. As noted in the letters of support from our partner community colleges, community college leaders are committed to expanding our cross-sector collaborations to support a smoother transition of their students to four-year universities.

Infrastructure. CPP has the infrastructure in place to support PolyTransfer. More specifically, the College of Education and Integrative Studies (CEIS) currently houses our program, which includes a meeting room/computer lab, conference room, and staff offices. Like PolyTransfer, programs in CEIS are interdisciplinary and cross-sector. As a result, they require a great deal of collaboration and communication to ensure their success.

Ongoing funding. In addition to the permanent allocation from the CSU Chancellor's Office of $80,000, the program is receiving annual support from campus partners: Vice Presidents of both Academic Affairs and Student Affairs, the College of Education and Integrative Studies, and the Enrollment and Student Services clusters. However, to meet State and national demands for a diverse and educated workforce, additional funding is necessary.

While a good base program has been established, we have innovative and ambitious ideas and goals about how to expand (see Question 5) in terms of the number of students served, the scope of programming, and more detailed tracking of students' academic trajectories. This information can assist in identifying precise points where students are most likely to lose confidence and drop out, so that we can intervene in an appropriate and timely manner.

Tradeoffs. Campus administration, the President's Office, and campus units involved in PolyTransfer have made the commitment to support transfer students as a necessity for transfer student and campus success in increasing graduation rates and reducing the graduation achievement gap. Supporting PolyTransfer means enhancing *all* campus-wide student success initiatives with coordinated and comprehensive student-centered, data-driven services. Our intentional collaboration provides a broader, more cost-effective range of opportunities and services for transfer students.

In placing increased attention on transfer students, there is the risk that support for native students (freshmen) may suffer. But, in fact, freshmen already have various services tailored to their needs, such as orientation and first-year programming. It is clear that these populations (freshmen and transfers) need different programming and services to support their success. CPP is very cognizant of this "divide" in the student population and is committed to serving *both* groups without sacrificing the success of one to the other. Therefore, we have not seen any tradeoffs in implementing the program.

Question 8 – Strengths and Assets

To establish a transfer receptive culture predicated on innovation and adaptability, adjustments need to be made in how the campus "does business" in serving transfers students. Our internal and external reflective, critical discussions have underscored that nothing has been sacred or "off the table" in moving forward to make significant changes to support transfer student success. On the contrary, we determined that the university must make fundamental changes in its policies, procedures, business practices, and expectations. If we are to meet the goals of graduating URMs and reducing the graduation achievement gap between URMs and non-URM students, *the culture of CPP must change* to become transfer-receptive and intentional in how transfer students are treated. Our strengths and assets to make these changes are described next.

Leadership. The program operates within the Division of Academic Affairs under the leadership and fiduciary responsibility of the Provost and Dean of the College of Education and Integrative Studies (CEIS), linking to *all* colleges, faculty, and students. The Program Director, Dr. Terri Gómez, PhD., reports to the Dean, who reports to the Provost. Dr. Gómez is Professor and Chair of the Department of Ethnic and Women's Studies in CEIS. Dr. Gómez has broad experience working collaboratively across Academic Affairs and Student Affairs, and possesses extensive knowledge and experience in areas germane to transfer student success: teaching, advising, and mentoring. The daughter of Mexican laborers, Dr. Gómez herself was a first-generation and community college transfer student.

Leadership Team. Gómez is assisted by the Leadership Team consisting of Dr. Cecilia Santiago-Gonzalez, Ms. Deborah L. Brandon, Ms. Leticia Guzman Scott, and Dr. Winny Dong. Their credentials are described in Appendix F.

PolyTransfer Advisory Board. PolyTransfer receives guidance from its Advisory Board that includes these members:

- Alfred Herrera, Assistant Vice Provost for Academic Partnerships at UCLA and Director of the UCLA Center for Community College Partnerships
- Dr. Dimpal Jain, Assistant Professor of Educational Leadership and Policy Studies at CSU Northridge
- Ms. Michelle Siqueiros, Executive Director for The Campaign for College Opportunity

We have also invited former Secretary of Labor and new Los Angeles County Supervisor Hilda Solís to join the board. This board includes, from CPP, the Provost, Associate Vice President for Research, Dean of CEIS, Vice President of Student Affairs, AVP of Enrollment Services, Executive Director of Institutional Research and Academic Resources; and a representative from each of our partner community colleges. The board meets bi-annually with the Leadership Team (see Question 11) to provide feedback on implementation progress and sustainability of the program. The board also looks for constructive ways to integrate our program, policies, and HIPs within the higher-level CPP administrative and governance structure.

Institutional commitment. In addition to the CSU Chancellor's Academic Award (an annual $80,000 permanent budget allocation), the CSU system provides support from the Academic and Student Success fund to support programs proven to increase student retention and graduation, particularly for URM students. In addition, CPP's senior administrators support PolyTransfer in the following in-kind percentages: Executive Director, Office of Admissions and Outreach, at 20%; Senior Coordinator, Orientation Services, at 20%; University Registrar and Director of Student Support and Equity Programs at 10%; Dean, College of Education and Integrative

Studies, at 5%; and Associate Dean, College of Education and Integrative Studies, at 5%. Furthermore, CPP's Office of University Advancement has substantially increased its philanthropic fundraising capacity, recently concluding a $150-million campaign. We are working with this office to create scholarships targeted to transfer students.

Relationships among participants. Regardless of whether a participating institution, division, or department focuses on the beginning or end of the transfer process, those involved are all committed to working together to ensure its overall success. Community college partners have developed expertise and resource support in *transfer-sending practices*. They have developed extensive ties to CPP through a variety of programs – see questions 3 and 4. CPP's emphasis on *transfer-receiving practices* requires participation of Student Affairs and Academic Affairs. All CPP divisions are committed to working with the PolyTransfer Initiative, including the Office of Admissions and Outreach, Enrollment Services, Orientation Services, the Registrar's Office, Instructional and Information Technology, Administrative Affairs, University Advancement, Financial Aid, Student Support and Equity Programs, and the Veterans Center. PolyTransfer draws from academic programs/departments and faculty expertise to ensure that transfer-receptive practices in and outside the classroom are embedded in STEM and non-STEM disciplines.

Resources leveraged. CPP, administratively, has demonstrated commitment by providing adequate space, furniture, and equipment. The program is housed in the PolyTransfer office (Building 94), centrally located on campus. CPP has committed to expanding the space as student numbers and their needs evolve, including to accommodate growth in staff.

Sustainability. To enhance and institutionalize our program, we are seeking additional funding from various foundations and agencies focused on the needs of community college transfer students, especially first-generation, low-income, and URM students. Discussion has already resulted in collaboration with our community college partners to write grants to the National Science Foundation, National Institutes of Health, Jack Kent Cooke Foundation, Kellogg Legacy, and Lumina Foundation. At CPP, we are developing an application seeking funding from the CPP Student Success Fee, which supports programs that enhance student retention and graduation rates. Sustainability will also be supported if we are successful with the submission of a First in the World grant to the U.S. Department of Education, a proposal that has already been drafted. Sustainability will also be enhanced through ongoing research, publication of results, and presentation at relevant conferences to attract other institutions interested in replicating our model. (See Question 10.)

Replicability. The strong commitment of our partners to address transfer student needs will likely have a long-term transformational impact and serve as a CSU system-wide model for transfer student success. Given the strength of the conceptual framework and use of evaluation (see Question 11) to guide program development, a high likelihood exists that the model may be replicated at other CSU campuses, particularly those with similar demographics. In addition, our work is in concert with the What Works Clearinghouse Evidence (WWCE) Standards, which support the likelihood that other institutions will adapt the model. WWCE reviews research on programs, products, practices, and policies in education. Then, by focusing on the results from the highest-quality research, they try to answer the question "What works in education?" Their goal is to provide educators with relevant, evidence-based information so they can make sound decisions. The focus on measurable outcomes as evidence of success helps ensure the program will improve and that successful practices can be implemented in a variety of settings.

Question 9 – Engaging Stakeholders and Achieving Commitment

PolyTransfer stakeholders have a broad range of roles, influence, and expertise: transfer students, prospective transfer students, CSU and CPP administrative leadership, key units on campus, faculty across all colleges, administrative leadership and transfer counselors at our community college partners, the PolyTransfer Advisory Board members, even alumni. They engage in the work and with each other in multiple ways, choosing the engagement mechanism that best fits the nature of the relationship. (See logic model Appendix C, letters of support in Appendix A and G.) Strategies for engagement and continuing commitment are described next.

- ***Planning meetings.*** Campus administrators attend our planning meetings, and summaries are disseminated to them and others as appropriate.
- ***Academic workshops, events, surveys, focus groups, technology.*** These strategies are used to provide various forums to engage stakeholders with our students. We invite students to post blogs on our website and share information relevant to their fellow students.
- ***Dialog, learning, assessment.*** Faculty members engage in campus-wide dialog and learning about transfer students' needs through the annual TRC symposium and the CPP Faculty Center for Professional Development-led Learning Practice Community. Faculty members also engage in a campus-wide assessment of HIPs through the new HIP Scholar Program.
- ***Site visits, special events.*** With our community college partners, we do on-site visits to their transfer offices and invite them to the PolyTransfer Office at CPP so that they feel critical to the success of the transfer process. We work with them to identify transfer-ready students for more targeted attention and programs, particularly the prospective transfer-student summer program. These students typically have completed at least 30 semester units at their community colleges and attended the CPP "Shadow Days," which allow current community college students to shadow a current CPP student for a day in their respective majors.
- ***Internships and service learning opportunities.*** With local business leaders, the San Gabriel Valley Economic Partnership (Appendix G) and CPP's Center for Community Engagement, we are developing internships and service learning opportunities in the community. These activities, specifically targeting first-generation, URM transfer students, will add to the variety of HIPs available to our students and engage external stakeholders in the work.
- ***Advisory Board activities.*** The board meets semiannually with the Leadership Team and External Evaluator to provide feedback on implementation progress and sustainability of the program. Participation on the board engages members in the continuous improvement of PolyTransfer in addition to solidly contributing to the outcome.
- ***Dissemination of evaluation results.*** Evaluation results will be disseminated to stakeholders. Consistent communication on our progress in meeting goals will lead to further discussions about changes that need to be made, further engaging with those campus and community college organizations involved in making those changes.
- ***Alumni visits.*** Transfer students who graduate return to campus to visit with faculty and student friends. In doing so, they have the chance to informally mentor current students and demonstrate various pathways to professional success and further schooling. This interaction reinforces current students' persistence as it helps them perceive, more concretely, the end results of their efforts in terms of careers and graduate school opportunities.

Question 10 – Sustaining the Work within Existing Resources

Current resources cover the basic operating costs including the salaries of key dedicated program personnel. We do not plan to call on the State of California or students to provide more resources. And yet, we have ambitious plans to expand the program and number of students we serve. We expect that current and additional sources of funding will not only sustain the innovations described in this application but expand on them as well. Additional revenue streams include proposals to federal funding agencies and private foundations, and, potentially, cost sharing and joint proposals with other CSU campuses that want to replicate our program. The current work can be sustained through a number of ways described next.

Conservative campus fiscal management. Although CPP has been significantly affected by the downturn in State funding, the institution's conservative style of fiscal management has enabled it to preserve operating reserves and protect educational quality.

Current and other CSU funding programs. In 2013, PolyTransfer received the first of an annual allocation of $80,000 from the CSU Chancellor's grant program to launch PolyTransfer. In addition, the campus received several other CSU grants to support EOP expansion, the Office of Undergraduate Research, and RISE. PolyTransfer is collaborating with these programs because they all aim to serve URM students. Moreover, given CPP's institutional priority to serve transfer students, each of the grant directors has committed resources (personnel, financial, and programmatic) to work with PolyTransfer.

Two other potential institutional funding sources are the Student Success Fee and the CSU system's Academic and Student Success Program (ASSP), which focus on increasing student retention and graduation.

Growing CPP philanthropic fundraising capacity. CPP recently concluded a $150-million comprehensive campaign to raise money for new and upgraded facilities, faculty hiring, equipment upgrades, and training resources. These are all areas heavily affected by the decline in State funding.

The ability to complete a campaign of this size is a remarkable achievement in light of the comparative inexperience of public universities with major gift and capital campaigns as well as the dismal economic circumstances in which the campaign took place. The campaign was made possible by the university's commitment to expanding resources devoted to University Advancement. Over time, this commitment will result in identification of donors with significant giving capacity and the ability to command greater private resources for endowment matching and innovation in sustainable programs. Because of CPP's institutional commitment to transfer student needs, we expect our program to have a high priority in tapping into those funds.

Pursuit of grants. As mentioned in Question 8, we will seek additional funding from various agencies and foundations focused on the needs of community college transfer students, especially first-generation, low-income URMs to enhance and institutionalize our program. Commitments have been made by our community college partners to engage in collaborative grant writing efforts targeted at the National Science Foundation, the National Institutes of Health, Jack Kent Cooke Foundation, Kellogg Legacy, and Lumina Foundation.

Question 11 – Evaluation

Evaluation of the PolyTransfer Initiative serves three purposes: (1) identify factors that contribute to program success, (2) determine the short- and long-term effectiveness of the program, and (3) identify ways to streamline the transfer pipeline. First, evaluation evidence informs each phase of project implementation and identifies enhancements needed to promote progress toward the Initiative's four outlined goals (formative evaluation). Second, the evidence renders judgments regarding the achievement of short-term outcomes and progress achieved to date. In this regard, evaluation practices document the extent to which the Initiative is achieving what it was designed to accomplish (summative evaluation). Lastly, the third purpose illustrates best practices and informs future pipeline programs and policies.

Evaluation of the Initiative is an ongoing process and continues according to an annual cycle of assessment outlined in the evaluation plan. The evaluation plan is organized around the four goals, outlining specific measurable (quantitative and qualitative) outcomes – See Appendix H. The External Evaluator meets regularly throughout the assessment cycle with the Leadership Team to ensure data collection and analyses are integrated into a cycle of continuous improvement. Data distribution includes an annual evaluation report to Dr. Gomez, CPP leadership, and the Advisory Board. This report provides the basis for subsequent discussions about changes to the program for the following year and implementation strategies. Key points from the report are also disseminated via the PolyTransfer website and social media including a feedback function enabling any viewer to provide input to the program.

Evaluation methods. The evaluation plan reflects the Initiative's mixed methods approach – see Appendix H. Quantitative measures (continuing survey development and distribution) and indicators (Institutional Research data) of near-term and long-term progress reflecting the Initiative's four goals include:

- **Short-term progress:** Pre-post programmatic surveys (e.g., CPP TRC Survey) and campus-wide surveys (e.g., Prospective Student Survey), biannual GPA comparisons
- **Long-term progress:** Institutional Research Data (enrollment, GPA, time to degree)

For analysis purposes, quantitative data is disaggregated and compared across: (1) PolyTransfer students who participated in the summer program, (2) CPP transfer students who did not participate, (3) transfer students from two major feeder community colleges, and (4) all transfer students at CPP (excluding PolyTransfer summer program participants). Based on the input of primary stakeholders, groups are also constructed according to the following demographic variables: (1) race/ethnicity, (2) gender, (3) class level, and (4) GPA. Quantitative analyses include aggregated and disaggregated descriptive statistics (means, modes, standard deviations) and inferential statistics (e.g., t-tests, ANOVA, regression analyses) for baseline and cross-group comparisons.

Qualitative methods include student transcript analyses, policy reviews, and regular student and faculty focus groups. Transcript analyses serve to identify completion patterns and roadblocks to graduation that we can target for future interventions. Focus group data are analyzed using content analysis via the NVivo 8 software package.

Question 12 – Target Outcomes and Data Sources

Target outcomes for our Initiative reflect a collaborative, program-level approach. Input from stakeholders is constantly solicited to ensure that the plan is both culturally relevant and realistic in setting a trajectory that will successfully meet the goals we have set. During initial planning (prior to January 10, 2014), evaluation questions generated by the group were used as the foundation for assessment design. These questions drove identification of types of data to be collected, target goals, and outlining of the ways evaluation evidence will be used for program improvement and reporting purposes (see Appendix H).

Data sources. Sources of data include student-level academic data and transcripts, student- and faculty-level survey data, program participation rates, focus groups, and policy documents. Data from surveys, participation rates, focus groups, and policy documents will be collected according to the assessment cycle outlined in the evaluation plan (Appendix H). Enrollment, GPA, and time to completion data will be attained from CPP's Office of Institutional Research and Academic Resources. We will incentivize participation in student and faculty focus groups through gift certificates to the CPP bookstore and other high interest establishments. Lastly, student transcripts will be accessed beginning the final years of enrollment (e.g., 2016-17) for the initiative's first transfer cohort (entering 2014-15) to determine their academic and timely progress to graduation.

Target outcomes. Short-term progress measures include pre-post programmatic and campus-wide surveys. Target outcomes for pre-post surveys include a significant improvement in knowledge, understanding, and confidence toward meeting goals while targets for campus-wide surveys include statistically significant gains for Initiative participants relative to other transfer students. A sample of surveys currently used and their target outcomes include:

- **PolyTransfer Survey:** Increased preparation for the four-year university experience, evidence of a Transfer Receptive Culture, and data related to timely graduation and graduate school preparation.
- **PolyTransfer Summer Program Survey:** Increased engagement with university, self-confidence with accessing university resources, and lower levels of "transfer shock."
- **PolyTransfer Center Participant Survey:** Increased graduate school/professional aspirations and decreased transfer shock.
- **TRC Annual Symposium Survey and LPC Evaluation Tool:** Increased understanding by faculty and staff about transfer student needs and how to serve them.
- **CPP-CC TRC Survey:** Increased understanding by faculty and staff about transfer student needs and the context and contributions of community college partners.
- **Prospective Student Survey:** Demonstrated greater self confidence by Initiative participants navigating the college system than transfer students who have not participated.
- **Tau Sigma Annual Survey:** Demonstrated greater motivation by Initiative participants to achieve academic excellence and greater feelings of support and validation than other honor society transfer participants.

Short-term indicators include GPA for annual biannual (end-of term) analyses. The target outcome for short-term GPA analysis includes a statistically higher annual GPA for Initiative participants compared to all new transfer students. These analyses began with the 2014 Polytransfer Summer cohort assessed in the Fall (December 2014) and will continue biannually.

Long-term progress measures include enrollment, GPA, and time-to-degree completion for transfer students from participating community colleges. Target outcomes for each long-term measure are broken down across the aggregate of all transfer students from participating community colleges and disaggregated across targeted URM groups (African American, Latino, and Native American) across these campuses for each academic year through 2018-19 (see Table 1, below). Initial baseline measures were generated from fall 2014. Baseline data points will continue to be collected from the Office of Institutional Research and Academic Resources throughout the current academic year.

Table 1. Baseline Measures and Target Outcomes for Transfer Student from Partner Community Colleges

		Total Transfer Students	African American Transfer Students	Latino Transfer Students	Native American Transfer Students
Enrollment Data	*Baseline 2013-14:*	N= 1353	N= 31	N= 526	N=5
	Target Goals				
	2014-15	5% increase N= 1420	5% increase N= 33	5% increase N= 552	5% increase N= 5
	2015-16	5% increase N= 1420	5% increase N= 33	5% increase N=552	5% increase N= 5
	2016-17	8% increase N= 1461	8% increase N= 34	8% increase N= 568	8% increase N= 5
	2017-18	10% increase N= 1488	10% increase N= 34	10% increase N= 579	10% increase N= 6
	2018-19	15% increase N= 1556	15% increase N= 36	15% increase N= 605	15% increase N= 6
GPA	*Baseline 2013-14:*	TBD	TBD	TBD	TBD
	Target Goals				
	2014-15	2% increase	2% increase	2% increase	2% increase
	2015-16	5% increase	5% increase	5% increase	5% increase
	2016-17	5% increase	5% increase	5% increase	5% increase
	2017-18	8% increase	8% increase	8% increase	8% increase
	2018-19	10% increase	10% increase	10% increase	10% increase
Time to Graduation	*Baseline 2013-14:*	TBD	TBD	TBD	TBD
	Target Goals				
	2016-17	5% decrease	5% decrease	5% decrease	5% decrease
	2017-18	8% decrease	8% decrease	8% decrease	8% decrease
	2018-19	10% decrease	10% decrease	10% decrease	10% decrease

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Awards for Innovation in Higher Education Program:
Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success

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APPENDIX A

Letters of Support from Chief Executive Officers

*****PLEASE NOTE:**

Cal Poly Pomona is currently experiencing a leadership transition. Dr. J. Michael Ortiz served as President through the end of 2014. Our new President, Dr. Soraya Coley, took office on January 1, 2015. You will note that the letters of support from our partners (provided in December, 2014) are addressed to President Ortiz. We have included letters of support from both our outgoing president (Ortiz) and new president (Coley) in this Appendix.

1. Letter of Support – Dr. J. Michael Ortiz, University President Cal Poly Pomona (2003 – 2014)
2. Letter of Support – Dr. Soraya Coley, University President, Cal Poly Pomona
3. Letter of Support – Dr. Henry D. Shannon, Superintendent/President, Chaffey College
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7. Letter of Support – Ms. Teresa Dreyfuss, Superintendent/President, Rio Hondo College

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Office of the President

December 17, 2014

California Department of Finance
Education Systems Unit - Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Innovation Awards Committee:

As the President of California State Polytechnic University, Pomona (Cal Poly Pomona), I offer my enthusiastic and unqualified support for the proposal submitted by Cal Poly Pomona titled *Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success* to the California Department of Finance Awards for Innovations in Higher Education program.

At Cal Poly Pomona, the success of all students is our top priority. Thus, with transfer students, we work to ensure their success, from application through earning their degree. More than half of all graduates are transfer students—a strong indicator of the growing importance of the community college system in the state's college completion agenda. To contribute to the State of California's ambitious efforts to improve higher education, Cal Poly Pomona has responded by creating our PolyTransfer Initiative that fundamentally supports California's Master Plan for Higher Education.

The **goals** of this innovative initiative, in partnership with our local community colleges is to: 1) create a "transfer receptive culture" that changes the campus culture for all transfer students, specifically for first-generation and underrepresented students; 2) institutionalize practices and policies that facilitate a seamless transition from the community colleges to the four-year university; 3) implement high-impact practices (i.e., summer transition programs, first-year experience programming, peer mentoring, undergraduate research opportunities, etc.) positively correlated with persistence, deeper learning, and enhanced academic and social integration into the university, and known to have a significantly larger impact on underrepresented students; and 4) develop a sustainable, replicable model that can be used by other institutions interested in focusing on the shared challenges that transfer students face and developing transfer-specific programming that leverages campus resources in new ways. To this end, we are partnering with local community colleges with student populations similar to our own: Citrus College, Chaffey College, Mount San Antonio College, Rio Hondo College, and Pasadena City College.

Our innovative approach includes intervening at the community colleges through outreach and recruitment; supporting transfer students through the application, admission, and matriculation process; offering a transfer first-year experience program that begins with orientation and a summer transition program responsive to transfer student needs; and engaging transfer students throughout the year academically and socially through a number of high-impact practices.

3801 West Temple Avenue, Pomona, CA 91768 Telephone (909) 869-2290 Fax (909) 869-4535 E-mail jmo@csupomona.edu

Moreover, given our focus on transforming the campus culture, we are engaging in deep cross-divisional collaboration among a large number of campus divisions, thereby engaging faculty, staff, and high-level administrative stakeholders.

Through these efforts, I am confident that Cal Poly Pomona will develop a stronger transfer culture that will result in a prototype for transfer success. Educators involved with PolyTransfer will analyze and evaluate the program, and publish and present their results, which we believe will interest other colleges and universities in working with us to adapt our model.

Sincerely,

J. Michael Ortiz, Ph.D.
President

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Office of the President

January 5, 2015

California Department of Finance
Education Systems Unit - Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Innovation Awards Committee:

As the new President of California State Polytechnic University, Pomona (Cal Poly Pomona), I offer my full support for the proposal submitted by Cal Poly Pomona titled *Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success* to the California Department of Finance Awards for Innovations in Higher Education program. This is the most recent step in our PolyTransfer Initiative in which we are working with feeder community colleges to improve the success of transfer students.

I have been entrusted with continuing the academic excellence of this university and enriching the quality of student life. The PolyTransfer Initiative aligns with my personal philosophy — to remain student-centered, faculty and staff focused, and community-minded. Cal Poly Pomona remains committed to providing students with the highest-quality education possible and serving as a vital resource to the region and beyond. This collaborative, intersegmental effort between Cal Poly Pomona and five of our local community colleges -- Citrus College, Chaffey College, Mount San Antonio College, Rio Hondo College, and Pasadena City College will contribute to the State of California's ambitious efforts to improve higher education.

The goals of the PolyTransfer Initiative are to: 1) create a "transfer receptive culture" that changes the campus culture for all transfer students, specifically for first-generation and underrepresented students; 2) institutionalize practices and policies that facilitate a seamless transition from the community colleges to the four-year university; 3) implement high-impact practices (i.e., summer transition programs, first-year experience programming, peer mentoring, undergraduate research opportunities, etc.) that are positively correlated with persistence, deeper learning, and enhanced academic and social integration into the university, and which are known to have a significantly larger impact on underrepresented students; and 4) develop a sustainable, replicable model that can be used by other institutions interested in focusing on the shared challenges that transfer students face and developing transfer-specific programming that leverages campus resources in new ways.

Through these efforts, we are confident that Cal Poly Pomona will develop a stronger transfer culture that will result in a prototype for transfer success. Educators involved with PolyTransfer will analyze and evaluate the program, and publish and present their results, which we believe will interest other colleges and universities in working with us to adapt our model.

Sincerely,

Soraya M. Coley, Ph.D.
President

3801 West Temple Avenue, Pomona, CA 91768 Telephone (909) 869-2290 Fax (909) 869-4535 E-mail jmo@csupomona.edu

Chaffey College
5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002 · 909/652-6100 909/652-6104 Fax www.chaffey.edu
Office of the Superintendent/President

December 16, 2014

J. Michael Ortiz, Ph.D.
President
California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768

Dear Dr. Ortiz:

On behalf of Chaffey College, I am pleased to write this letter of support for the proposed project which will be submitted by California State Polytechnic University, Pomona (Cal Poly Pomona) to the California Department of Finance Awards for Innovations in Higher Education Program.

The goal of this initiative *Applying High-Impact Practices, Broad Collaboration and Institutional Commitment to Support Transfer Student Success*, is consistent with the priorities of Chaffey College. Each year, we transfer approximately 150 students to Cal Poly Pomona and we are eager to increase those numbers annually. Chaffey College is one of the 72 public California community college districts. We are located in San Bernardino County with an enrollment of 19,000 students per semester.

Like Cal Poly Pomona, we are heavily invested in all aspects of the transfer student experience, both while enrolled in our institution, but also as they progress in their education at Cal Poly Pomona. For these students—typically, underrepresented, low-income, first generation students, this initiative supports the success of transfer students in highly innovative ways. This will challenge us to look inward as an institution in terms of how we foster and support a seamless transfer process, which is critical to the development of a Transfer Receptive Culture (TRC) both at the transfer-sending and the transfer receiving institutions.

Specifically, we look forward to partnering with Cal Poly Pomona in order to enhance transfer counseling services for students, developing a seamless transfer process, supporting the development of innovative mentoring and summer transfer programs, and specifically, the integration of high impact practices (HIPs) that support activities that graduate students with the Baccalaureate while preparing them for graduate and professional schools. This institutional collaboration is based on our shared belief in California's Master Plan for Higher Education, a philosophy grounded in the belief that all students have the right to an education, the capacity to learn, and the potential to excel and graduate from a university.

Through these efforts, I am confident that this partnership between Chaffey College and Cal Poly Pomona will develop a strong transfer culture and will result in a prototype for transfer success that can be replicated at other colleges and universities.

Sincerely,

Henry D. Shannon

Henry D. Shannon, Ph.D.
Superintendent/President

CITRUS COMMUNITY
COLLEGE DISTRICT
BOARD OF TRUSTEES

Mrs. Joanne Montgomery
President
Monrovia/Bradbury and
portions of Duarte
Representative

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Pomona and La Verne
Representative

Dr. Barbara R. Dickerson
Clerk/Secretary
Azusa and portions of
Duarte Representative

Dr. Edward C. Ortell
Member
Duarte and portions of
Azusa, Monrovia, Arcadia,
Covina and Irwindale
Representative

Dr. Patricia A. Rasmussen
Member
Glendora and portions of
San Dimas Representative

Ms. Farihah Chowdhury
Student Representative

Dr. Geraldine M. Perri
Superintendent/President

December 18, 2014

J. Michael Ortiz, Ph.D.
President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768

Dear Dr. Ortiz:

On behalf of Citrus College, I am pleased to write this letter of support for a proposed project by California State Polytechnic University, Pomona (Cal Poly Pomona) that will be submitted to the California Department of Finance Awards for Innovations in Higher Education Program.

The goal of the initiative, *Applying High-Impact Practices, Broad Collaboration and Institutional Commitment to Support Transfer Student Success*, is consistent with the priorities of Citrus College. We transfer a large number of students to Cal Poly Pomona each year, and we are eager to increase the number of students who transfer, as well as ensure their success.

Citrus College is located in the City of Glendora approximately twenty-five miles northeast of metropolitan Los Angeles. The college is a Hispanic Serving Institution (HSI), and it currently serves more than 18,000 students annually. Citrus College has been recognized as a state leader in transfer throughout its 100-year history. We currently offer 15 Associate Degrees for Transfer (ADT), and the number of students earning ADTs has grown from seven in 2012 to 399 in 2014. Citrus College is proud to rank third in the state in the number of ADTs awarded based on information from the Chancellor's Office. We are also proud to maintain a consistent presence on *Community College Week's* Top 100 Associate Degree Producers list and to be cited recently as one of the "fastest-growing community colleges in the nation" by the same publication.

Like Cal Poly Pomona, Citrus College is heavily invested in all aspects of our transfer students' experience, both while enrolled in our institution and as they progress in their education at Cal Poly Pomona. These students are typically underrepresented, low-income, first generation students, and this initiative supports their success in highly innovative ways. It will also challenge us to look inward as an institution in terms of how we foster and support a seamless transfer process, which is critical to the development of a Transfer Receptive Culture (TRC), at both the transfer-sending and the transfer-receiving institutions.

Specifically, Citrus College looks forward to partnering with Cal Poly Pomona in order to enhance transfer counseling services for students; develop a seamless transfer process; support the development of innovative mentoring and summer transfer programs; and to integrate high impact practices (HIPs), which support activities to graduate students with baccalaureate degrees, while preparing them for graduate and professional schools. This institutional collaboration is based on our shared belief in California's Master Plan for Higher Education, a philosophy grounded in the principle that all students have the right to an education, the capacity to learn, and the potential to excel and graduate from a university.

I am confident that the partnership between Citrus College and Cal Poly Pomona that results from these efforts will create a strong transfer culture and develop a prototype for transfer success that can be replicated at other colleges and universities.

Sincerely,

Geraldine M. Perri, Ph.D.
Superintendent/President

MT. SAC
Mt. San Antonio College

1100 North Grand Avenue
Walnut, CA 91789-1399
909-274-7500 • www.mtsac.edu

December 16, 2014

RECEIVED
DEC 23 2014
OFFICE OF THE PRESIDENT

J. Michael Ortiz, Ph.D., President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768

Dear Dr. Ortiz:

On behalf of Mt. San Antonio College, I am pleased to write this letter of support for the proposed project that will be submitted by California State Polytechnic University, Pomona (Cal Poly Pomona) to the California Department of Finance Awards for Innovations in Higher Education Program.

The goal of this initiative *Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success*, is consistent with the priorities of Mt. San Antonio College. We already transfer a large number of students to Cal Poly Pomona each year, and we are eager to increase the numbers and their success still further.

Mt. San Antonio College, founded in 1946, is among the largest of California's community colleges. In the city of Walnut, the College serves nearly 20 communities and a million residents in the San Gabriel Valley. The College offers many degrees and certificate programs and has earned statewide and national distinction in a number of disciplines. The growth of the College has mirrored that of the local area.

Like Cal Poly Pomona, we are heavily invested in all aspects of the transfer student experience, both while enrolled in our institution, but also as they progress in their education at Cal Poly Pomona. For these students—typically, underrepresented, low-income, first-generation students, this initiative supports the success of transfer students in highly innovative ways. This will challenge us to look inward as an institution in terms of how we foster and support a seamless transfer process, which is critical to the development of a Transfer Receptive Culture (TRC) both at the transfer-sending and the transfer-receiving institutions.

Specifically, we look forward to partnering with Cal Poly Pomona in order to enhance transfer counseling services for students, developing a seamless transfer process, supporting the development of innovative mentoring, and summer transfer programs and, specifically, the integration of high-impact practices (HIPs) that support activities that graduate students with a Baccalaureate degree while preparing them for graduate and professional schools. This institutional collaboration is based on our shared belief in California's Master Plan for Higher Education, a philosophy grounded in the belief that all students have the right to an education, the capacity to learn, and the potential to excel and graduate from a university.

BOARD OF TRUSTEES
Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, *Esq.* • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos
COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

Through these efforts, I am confident that this partnership between Mt. San Antonio College and Cal Poly Pomona will develop a strong transfer culture and will result in a prototype for transfer success that can be replicated at other colleges and universities.

Sincerely,

William T. Scroggins

William T Scroggins, Ph.D.
President & CEO
Mt. San Antonio College

WTS:dl

PASADENA CITY COLLEGE

President's Office

December 18, 2014

BY ELECTRONIC MAIL

J. Michael Ortiz, Ph.D.
President
California State Polytechnic University, Pomona

Dear Dr. Ortiz:

On behalf of Pasadena City College, I am pleased to write this letter of support for the proposed project, which will be submitted by California State Polytechnic University, Pomona (Cal Poly Pomona) to the California Department of Finance Awards for Innovations in Higher Education Program.

The goal of this initiative *Applying High-Impact Practices, Broad Collaboration and Institutional Commitment to Support Transfer Student Success*, is consistent with the priorities of Pasadena City College and our efforts to enhance the transfer process. We currently transfer over 200 students to Cal Poly Pomona each year and we are invested in not only facilitating the transfer for additional students but also improving their success at the university.

Pasadena City College (PCC) serves a large and diverse student population through innovative programs built on a nearly hundred-year history of excellence. Last year PCC conferred more transfer degrees than any other community college in the state. These results are part of our commitment to increasing student success and completion. Like Cal Poly Pomona, we are heavily invested in all aspects of the transfer student experience, both while enrolled in our institution, and as they progress in university system. Our students are typically, underrepresented, low-income, and first generation students for whom this initiative supports the success of transfer students in highly innovative ways. While PCC has worked to prepare our students for the university system, we are excited to work with Cal Poly Pomona to reevaluate the transfer process to develop a Transfer Receptive Culture (TRC) that utilizes the programming at both the transfer-sending and the transfer receiving institutions.

We look forward to partnering with Cal Poly Pomona in order to enhance transfer counseling services for students, developing a collaborative and seamless transfer process, supporting the development of innovative mentoring and summer transfer programs, and the integration of high impact practices (HIPs) that support Baccalaureate completion and preparation for graduate and professional schools. This institutional collaboration is based on our shared belief in California's Master Plan for Higher Education, a philosophy grounded in the belief that all students have the right to an education, the capacity to learn, and the potential to excel and graduate from a university.

Through these efforts, I am confident that this partnership between Pasadena City College and Cal Poly Pomona will develop a strong transfer culture and will result in a prototype for transfer success that can be replicated at other colleges and universities.

Sincerely,

Dr. Robert B. Miller
Interim Superintendent/President
Pasadena Area Community College District
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
Phone: (626) 585-7665

RIO HONDO COLLEGE

TERESA DREYFUSS
SUPERINTENDENT/PRESIDENT

BOARD OF TRUSTEES

NORMA EDITH GARCÍA

GARY MENDEZ

MARY ANN PACHECO

VICKY SANTANA

MADELINE SHAPIRO

December 15, 2014

J. Michael Ortiz, Ph.D.
President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768

Dear Dr. Ortiz:

On behalf of Rio Hondo College, I am pleased to write this letter of support for the proposed project which will be submitted by California State Polytechnic University, Pomona (Cal Poly Pomona) to the California Department of Finance Awards for Innovations in Higher Education Program.

The goal of this initiative, Applying High-Impact Practices, Broad Collaboration and Institutional Commitment to Support Transfer Student Success, is consistent with the priorities of Rio Hondo College. We already transfer a large number of students to Cal Poly Pomona each year and we are eager to increase further the numbers and their success.

Rio Hondo College is a California community college which offer an open access, comprehensive educational program to its students. Our college is committed to the success of its diverse students by providing educational opportunities and resources that lead to transfer, as well as degrees and certificates, career and technical pathways, and lifelong learning.

Like Cal Poly Pomona, we are heavily invested in all aspects of the transfer student experience, both while enrolled in our institution, but also as they progress in their education at Cal Poly Pomona. We are fully supportive of programs such as Poly Transfer. For these students—typically, underrepresented, low-income, first-generation students—this initiative supports the success of transfer students in highly innovative ways. This will challenge us to look inward as an institution in terms of how we foster and support a seamless transfer process, which is critical to the development of a Transfer Receptive Culture (TRC) both at the transfer-sending and the transfer-receiving institutions.

Specifically, we look forward to continuing our partnership with Cal Poly Pomona in order to enhance transfer counseling services for

students, developing a seamless transfer process, supporting the development of innovative mentoring and summer transfer programs, and specifically integrating high-impact practices (HIPs) that support activities that graduate students with the Baccalaureate while preparing them for graduate and professional schools. This institutional collaboration is based on our shared belief in California's Master Plan for Higher Education, a philosophy grounded in the belief that all students have the right to an education, the capacity to learn, and the potential to excel and graduate from a university.

Through these efforts, I am confident that this partnership between Rio Hondo College and Cal Poly Pomona will develop a strong transfer culture and will result in a prototype for transfer success that can be replicated at other colleges and universities.

Sincerely,

Teresa Dreyfuss
Superintendent/President
(562) 908-3403
(562) 908-3463 FAX
tdreyfuss@riohondo.edu

TD:at

APPENDIX B

1. Citations
2. President's Office Organization Chart
3. Campus Organization Chart

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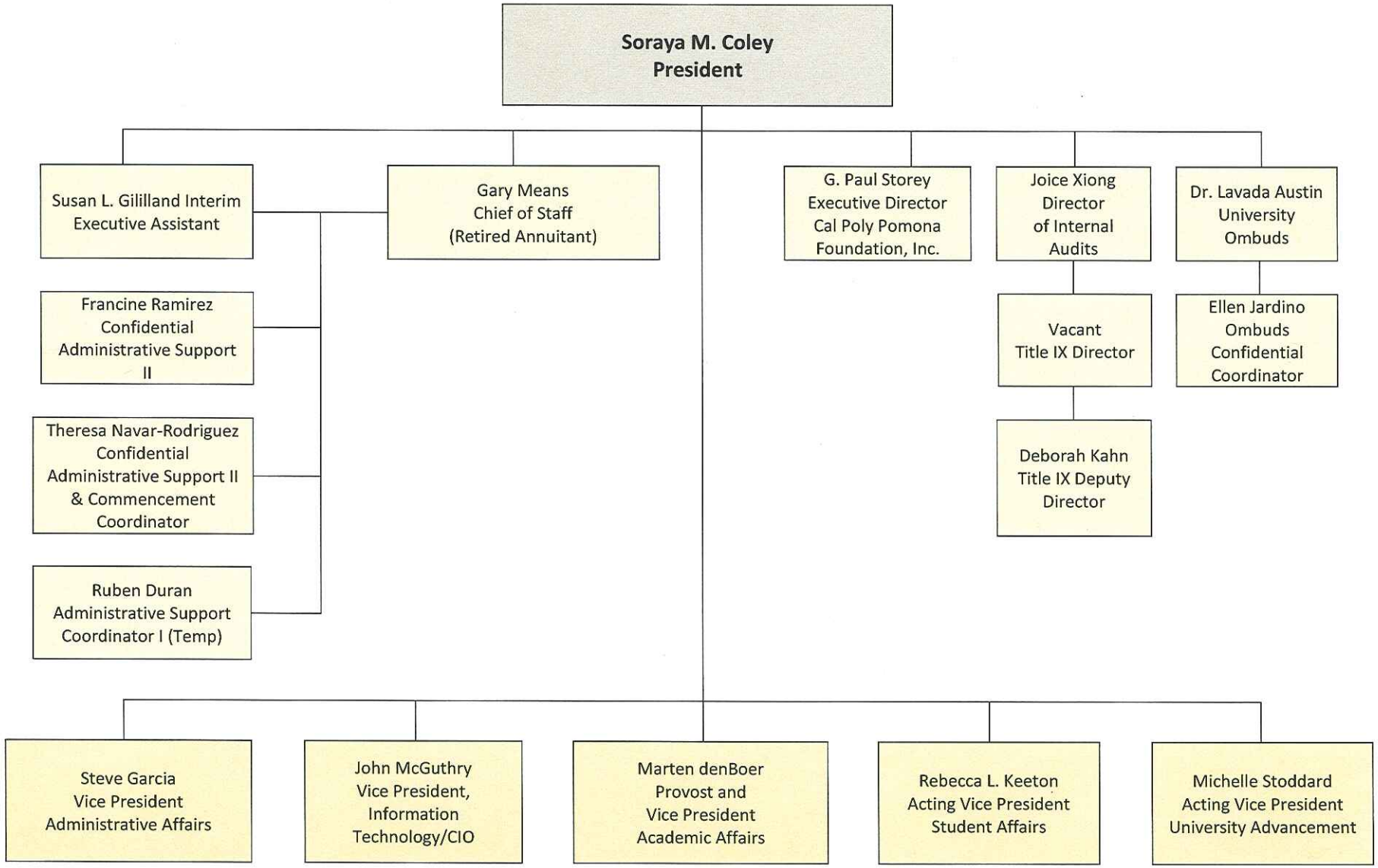
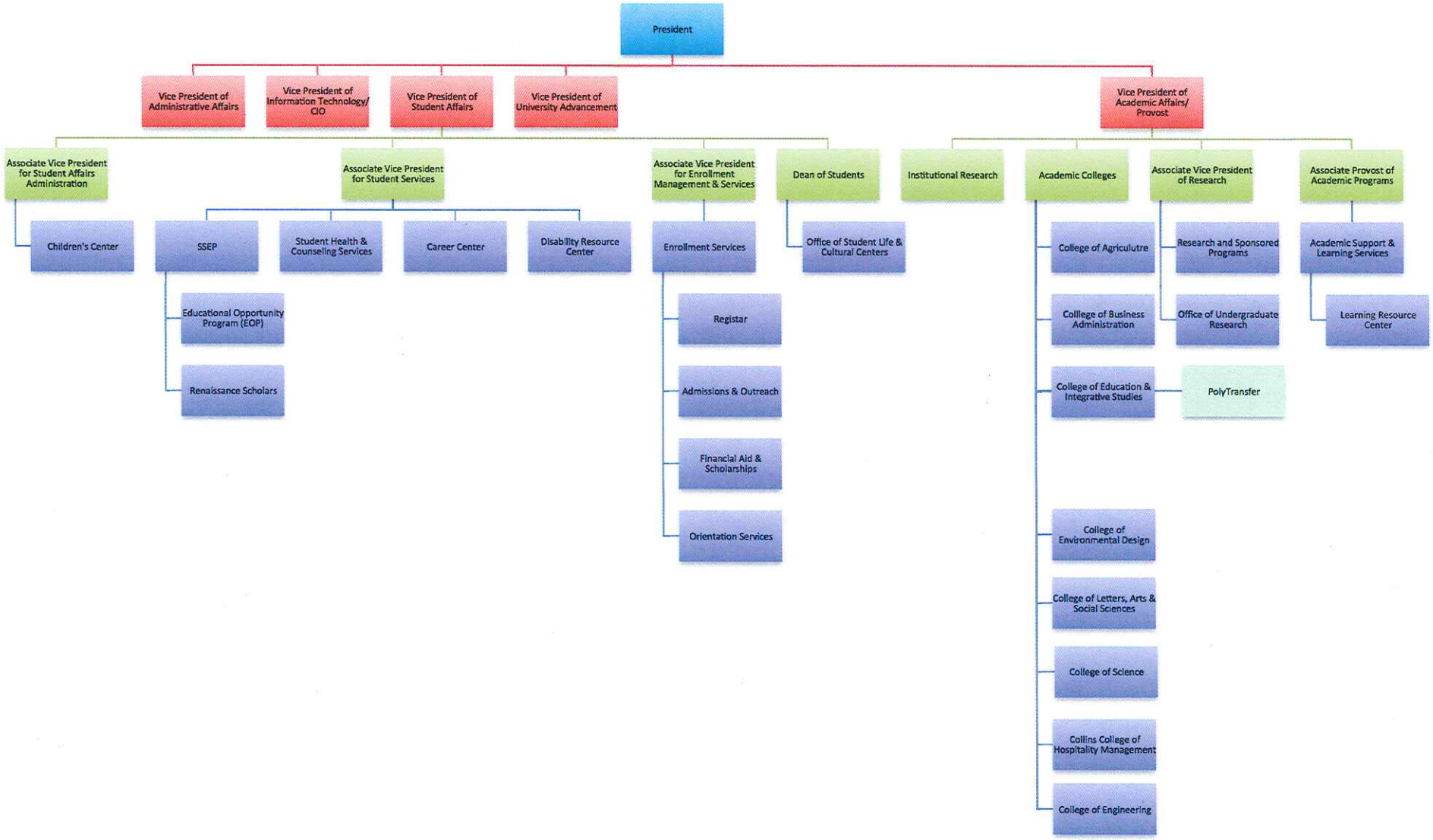


Publish Date: 01-01-15

California State Polytechnic University, Pomona
Campus Organizational Chart



APPENDIX C

*****PLEASE NOTE:**

Appendix C contains a comprehensive Logic Model, which details the PolyTransfer Initiative's objectives, activities, partners/stakeholders and timeline. As required in the application, the activities are organized into two period: January –December 2014 (as highlighted in Appendix C), and "after January 9, 2015" (as highlighted in Appendix D).

1. PolyTransfer Logic Model highlighting 2014 activities
2. PolyTransfer Organization Chart
3. PolyTransfer Summer Program 2014 Summary
4. CSU Academic Student Success Award, First Year Experience Rubric
5. List of LEAP High Impact Practices (HIPs)
6. Leadership Team/ Advisory Board/ Stakeholders

***Awards for Innovation in Higher Education* Program: Applying High-Impact Practices, Broad Collaborations, and Institutional Commitment to Support Transfer Student Success**

CAL POLY POMONA * POLYTRANSFER *LOGIC MODEL/ TIMELINE

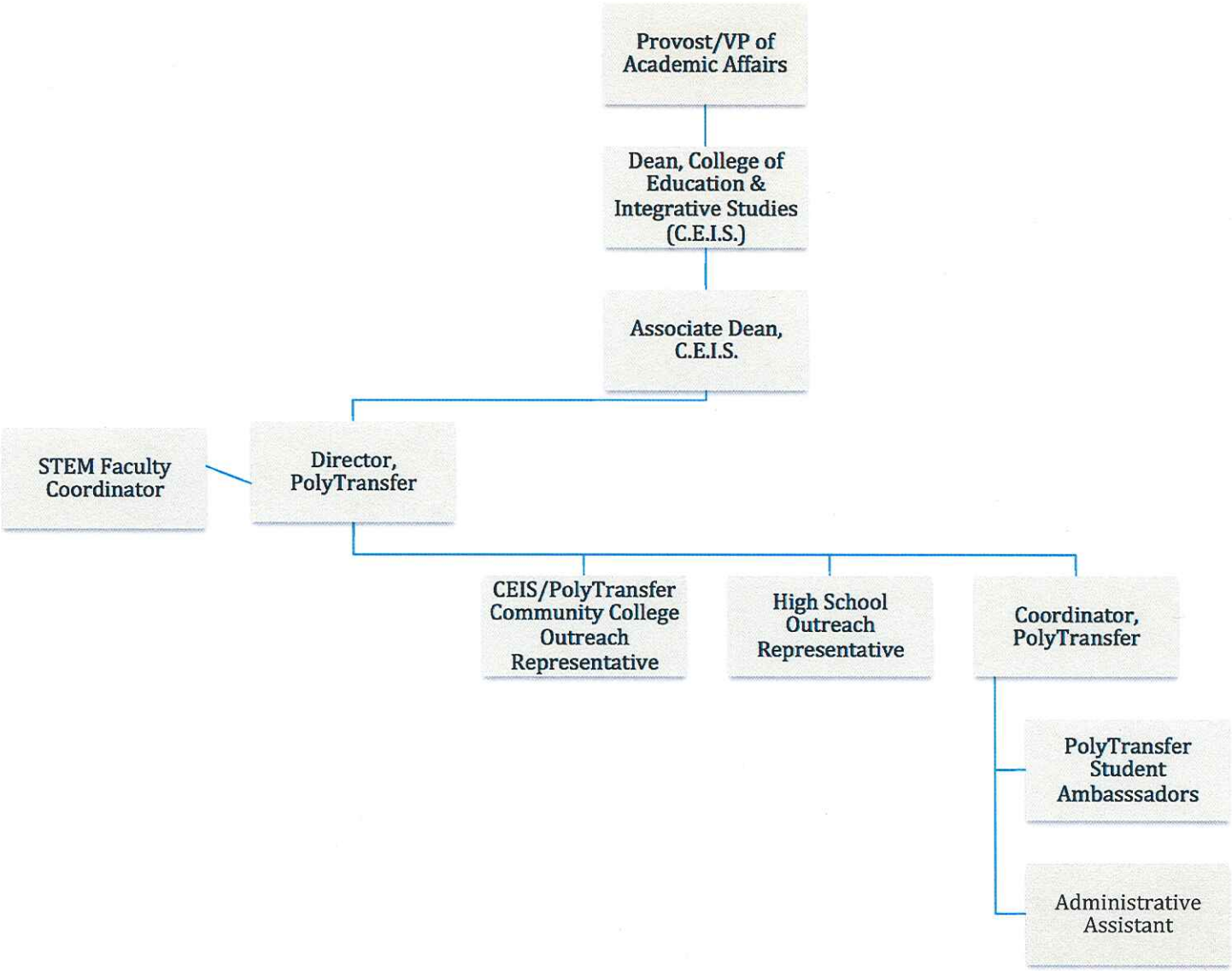
Goal(s)	Objectives	Activities/ Tasks: Jan. - Dec. 2014	Timeline	Partner(s)	Activities/ Tasks: After Jan. 9, 2015	Timeline	Partner(s)
1. Building a Transfer Receptive Culture (TRC)	1A: CPP- CC leadership dialogues	1A: Luncheon w/ CPP Leadership, CC Presidents	Mar. 2014	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, PUSD	1A: Roundtable with CPP Leadership, CC Presidents	Jan. 2015	CPP Leadership, CPP AA, CC Presidents, Citrus, Chaffey, Mt. Sac, ELAC, Rio Hondo, PCC, RCC
					1A: Increase Number of CC Partners	May. 2015	Inland Empire & LA Basin CCs
	1B: Academic Affairs (AA) & Student Affairs (SA) Cross Divisional Collaboration	1B: Transfer Student Fall Welcome Reception	Sept. 2014	OS, SSEP, A&O, CPP Colleges	1B: Transfer Pride Week	Sept. 2015	OS, A&O, SSEP, OSLCC, CPP Colleges
		1B: "I HEART" CPP Transfer Student Campaign	Sept. 2014- Present	A&O, ENTIRE CPP CAMPUS	1B: Targeted campus tour for transfer students	Ongoing	A&O
		1B: Redesigned Orientation	Jan. 2014 - Present	OS, A&O	1B: 2015 Transfer Student Fall Welcome Reception	Sept. 2015	OS, SSEP, A&O, CPP Colleges, OSLCC
	1C: TRC Annual Symposium	1C: 2014 Transfer Student Symposium: *TRANSFERmations*	Mar. 2014	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, PUSD, PT Advisory Board	1C: 2015 Transfer Student Symposium	Mar. 2015	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, Rio Hondo, PCC, RCC PUSD, PT Advisory Board
	1D: Faculty- Staff Engagment	1D: Faculty/ Staff Resource Panel	Aug. 2014	AA, OS, A&O, SSEP, RO, FA	1D: Faculty/ Staff Learning Community on TRC	Apr. 2015	Faculty Center, LPC, AA
		1D: PT Introduction Letter	Sept. 2014	CPP Deans, Advisors, Department Chairs, FA, A&O, OUR, LIB, RO, Career Center, Children's Center			
		1D: College Advisor Roundtable	Aug. 2014	College Advisors			
		1D: PT meetings with college advisors & transfer and graduate advisors	Aug. 2014- Present	CPP Colleges, AA, RO	1D: PT meeting with college advisors & transfer and graduate advisors	Ongoing	CPP Colleges, AA, RO
	1E: Innovative Use of Technology	1E: Development and launch of CPP PT website	Jan. 2014	IT	1E: Tech Development in Enrollment Services, Advising, and Outreach	Ongoing	RO, A&O, OS, CPP Advisors
		1E: Set up BlackBoard, Facebook, Instagram, Twitter, Tumblr and have used daily to communicate with TS	Jan. 2014- Present	PT ONLY			
	1F: Data collection for transfer relevant/ responsive changes to practice and policy	1F: Collaborated w/ CPP Institutional Research (IR) to begin data collection on TS	Jan. 2014 - Present	IR, OUR, SSEP, A&O	1F: Continue collaboration with IR to collect TS data	Ongoing	IR, OUR SSEP, A&O
		1F: Conducted Pre & Post Summer Program Evaluation Surveys	Aug. 2014	OS, SSEP, A&O	1F: Conduct Winter Quarter Needs Assesment Survey	Feb. 2015	CPP College Advisors & Faculty
		1F: Conducted Fall Quarter TS Status Survey	Sept. 2014	A&O	1F: Conduct Winter Quarter TS Status Survey	Jan. 2015	PT ONLY
		1F: Conducted Orientation Evaluation Survey	Jun. 2014- Aug. 2014	OS			
		1F: Conducted Needs Assesment survey	Jan. 2014 - Present	CPP College Advisors & Faculty			

2. Strengthening Transfer Pathways	**2A: Strengthened CC outreach and recruitment**	**2A:** Expansion of CC Partners	Jan. 2014	Chaffey, Citrus, Mt. Sac, PCC, Rio Hondo	**2A:** Develop marketing & communications plan	Jan. 2015	PT ONLY
		2A: Introduction letter of PT to all California CCs	Oct. 2014	113 CA CCs	**2A:** Increase number of CC partners	Jan. 2015	Inland Empire & LA Basin CCs
		2A: Participated in Teachers Preparation Institute Advisory Board meetings	Oct. 2014	CEIS, Mt. Sac	**2A:** Establishment of partnership with local high schools	Jun. 2015	PUSD, Sherman Indian Boarding School
		2A: Participated in Child Development Department Advisory Board meetings	Oct. 2014	CEIS, Mt. Sac	**2A:** Launch of PT Summer Program for Prospective Students	Jul. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, Partner CCs
		2A: Met with Transfer Center directors to discuss TS needs	Sept. - Oct. 2014	A&O, Citrus, Mt. Sac, PCC, Rio Hondo	**2A:** Launch of PT Shadow Days	May. 2015	A&O, OS, All CPP Colleges, Partner CCs
		2A: Met with EOPS, Advisors, and other First- Year Experience (FYE) Programs at CCs to discuss TS needs	Sept. 2014	Citrus, Mt. Sac, PCC, Rio Hondo			
		2A: CPP Day at the Fair	Sept. 2014	OSLCC, A&O			
		2A: CPP Preview Day	Oct. 2014	A&O, SSEP			
	2B: 2+2 Programs: AA Transfer Degrees (SB 1440)	**2B:** Development of 2+2 Programs	Ongoing	CPP Colleges, ALL CCs	**2B:** Development of 2+2 Programs	Ongoing	CPP Colleges, ALL CCs
		2B: Outreach to CCs on behalf of CPP Early Childhood Education Dept. to develop 2+2 programs	Ongoing	CEIS, ALL CCs			
	2C: Expand pathways to graduate school	**2D:** Urban Planning & Law Graduate School Panel	Nov. 2014	ENV, CEIS, OSLCC	**2D:** Graduate School Week	Mar. 2015	Career Center, OUR
		2D: Graduate Student Panel	Aug. 2014	All colleges			
3. Engaging in High Impact Practices (HIPs) Through PolyTransfer (PT)	**3A: PT First- Year Experience (FYE) Transfer Student Summer Program**	**3A:** Lauch of Pre-matriculation PT FYE Summer Program (Academic workshops, resource presentations/panels, Mock Graduation Writing Test, writing assignments, group projects)	Aug. 2014	AA, A&O, OS, RO, FA, OUR, LB, LRC, OSLCC, SSEP, Career Center	**3A:** Launch of PT Summer Program for Prospective students	Jul. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, PT Peer Mentors
					3A: PT FYE Summer Program for newly enrolled CPP TS	Aug. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, PT Peer Mentors
					3A: Increased duration and number of student participants for both PT Summer Programs	Aug. 2015	AA, A&O, OS, RO, FA, OUR, LB, LRC, OSLCC, SSEP, VRC, DRC, Career Center
	3B: PT Peer Mentoring	**3B:** Hiring and training of PT Ambassadors	May. 2014	OS, A&O, CPP Colleges	**3B:** Expansion of PT peer mentoring	Mar. 2015	OS, A&O, CPP Colleges, PT Peer Mentors
	3C: PT FYE Quarterly Academies (2 Per Quarter)	**3C:** Launched PT FYE Academies	Sept. & Nov. 2014	Entire CPP Campus	**3C:** Continuation of PT FYE quarterly academies	Ongoing	Enitre CPP Campus
	3D: Undergraduate research and internship opportunities	**3D:** Development of research opportunities for veteran transfer students	Dec. 2014	OUR, VRC	**3D:** Workshop on research opportunities for veteran transfer students	Feb. 2015	OUR, VRC
		3D: Design of PT Scholars Program	Dec. 2014	OUR	**3D:** Partner with local business partners to provide internship opportunities for TS	Jan. 2015	CCE, San Gabriel Valley Economic Partnership
		3D: Office of Undergraduate Research (OUR) Workshop	Aug. 2014	OUR	**3D:** Graduate School Week	Mar. 2015	Career Center, OUR
					3D: Internships for Transfer Students	Feb. 2015	CCE
		3D: Ronald E. McNair Scholars Prep Program	Oct. 2014- Present	OUR, Citrus	**3D:** Launch of PolyTransfer Scholars program	May. 2015	OUR
	3E: Transfer Student Honors Society (Tau Sigma)	**3E:** Chartered Tau Sigma	Jun. 2014- Present	PT ONLY	**3E:** Tau Sigma Reception & TS Roundtable	Mar. 2015	Apr. 2015

4. Sustainability/ Model Development	**4A: Grantseeking/ submission**	**4A:** Submitted proposal to Kellogg Legacy Research Grant	May. 2014	PT ONLY	**4A:** Prepare/submit proposal Lumina Foundation Grant	2015	A&O, OS, SSEP
		4A: Submitted to US Dept. of Education First in the World Grant Competition	Jun. 2014	A&O, OS, SSEP	**4A:** Prepare/submit proposal to Jack Kent Cooke Foundation	2015	CC partners
		4A: Submitted to CA Dept. of Finance Innovations in Higher Education Awards Program	Dec. 2014	A&O, OS, SSEP	**4A:** Prepare/ submit grant proposal to Kellogg Legacy Research Grant	Apr. 2015	A&O, OS, SSEP
					4A: Prepare/submit grant proposal to US Dept. of Education First in the World Grant Competition	Jun. 2015	A&O, OS, SSEP, CPP STEM
	4B: Model development (Replication for other CSUs)	**4B:** CPP institutional priority	Jan. 2014	Entire CPP Campus	**4B:** Share Best Practices at CSU forum	Ongoing	All CCs, All CSUs
		4B: Program and office set-up	Jan. 2014	PT ONLY			
		4B: Attended CSU Academic and Student Success Program (ASSP) Awards meeting to develop taxonmies/ rubrics to evaluate programs	Mar. 2014	CSU Chancellor's Office, OUR, A&O, SSEP	**4B:** Increase number of CC partners	Jan. 2015	Inland Empire & LA Basin CCs
		4B: Connecting Undergraduate Research (CUR) to other High-Impact Practices Conference	Nov. 2014	OUR, AA, AVP for Research			
		4B: CSU Chancellor Office Academic and Student Success PERMANENT FUNDING for RISE, OUR, SSEP	Ongoing Permanent Funding	RISE, OUR, SSEP	**4B:** CSU Chancellor Office Academic and Student Success PERMANENT FUNDING for RISE, OUR, SSEP	Ongoing Permanent Funding	RISE, OUR, SSEP
	4C: Transfer Research and Dissemination of scholarship	**4C:** Connecting Undergraduate Research (CUR) to other High-Impact Practices Conference	Nov. 2014	OUR, AA, AVP for Research	**4C:** Present at 2015 Student Affairs and Administrators in Higher Education (NASPA) Conference	Mar. 2015	A&O, OS, SSEP
		4C: Presentation at 2014 Student Affairs Administrators in Higher Education (NASPA) Conference	Nov. 2014	OS (Senior Coordinator and Program Coordinator for Orientation Services)	**4C:** Present at 2015 CollegeBoard Conference	Apr. 2015	A&O, OS, SSEP
					4C: Present 2015 at National Institute for the Study of Transfer Students (NISTS) Conference	Feb. 2015	A&O, OS, SSEP
					4C: Present at American Association of Hispanics in Higher Education (AAHHE)	Mar. 2015	A&O, OS, SSEP
					4C: Present at Hispanic Association of Colleges and Universities (HACU) Conference	Oct. 2015	A&O, OS, SSEP
					4C: CSUSB Latino Education & Advocacy Days (LEAD) Conference	TBA	A&O, OS, SSEP
					4C: Association for Orientation, Transition, and Retention in Higher Education (NODA)	Oct. 2015	A&O, OS, SSEP
					4C: American Association of Community Colleges Annual Convention (AACC)	Apr. 2015	A&O, OS, SSEP
					4C: American College Personnel Association (ACPA) Conference	Mar. 2015	A&O, OS, SSEP
					4C: Submit research for publication (Journal of College Orientation & Transition, Journal of College Student Development, The Journal of Higher Education, Journal for Diversity in Higher Education)	2015	A&O, OS, SSEP
	4D: Data collection for transfer relevant/ responsive changes to practice and policy	**4D:** Data collection on TS	Jan. 2014 - Present	IR, OUR, SSEP, A&O	**4D:** Work with CCs on developing common data metrics	Mar. 2015	Citrus, Chaffey, Mt. Sac, Rio Hondo, PCC, RCC
		4D: Conducted Pre & Post Summer Program Evaluation Surveys	Aug. 2014	PT ONLY	**4D:** Collect data on transfer pathway	Ongoing	IR, Citrus, Chaffey, Mt. Sac, Rio Hondo, PCC, RCC
		4D: Conducted Fall Quarter TS Status Survey	Sept. 2014	A&O	**4D:** Conduct ongoing assesment of transfer FYE programs	Ongoing	IR, OSLCC, AA, SA
		4D: Conducted Orientation Evaluation Survey	Jun. 2014- Aug. 2014	OS			
		4D: Conducted Needs Assesment survey	Jan. 2014 - Present	CPP College Advisors & Faculty			

KEY:	
AA: Academic Affairs	**AG:** College of Agriculture
SA: Student Affairs	**BA:** College of Business Administration
IR: Institutional Research	**CEIS:** College of Education and Integrative Studies
A&O: Office of Admissions and Outreach	**COL:** Collins College of Hospitality Management
OS: Orientation Services	**ENG:** College of Engineering
RO: Registrars Office	**ENV:** College of Environmental Design
FA: Office of Financial Aid	**CLASS:** College of Letters, Arts, and Social Sciences
OUR: Office of Undergraduate Research	**SCI:** College of Science
VRC: Veteran's Resource Center	**CEU:** College of Extended University
SSEP: Student Support and Equity Programs	**CPP:** Cal Poly Pomona
DRC: Disabilty Resource Center	**PT:** PolyTransfer
OSLCC: Office of Student Life and Cultural Centers	**CC:** Community College
CCE: Center for Community Engagment	**TS:** Transfer Students
LPC: Learning Practice Community	**PUSD:** Pomona Unified School District
LRC: Learning Resource Center	**FYE:** First-Year Experience Program
LIB: Library	
RISE: Residential Intensive Summer Education	
RS: Renaissance Scholars Program	

PolyTransfer Office Organizational Chart



PolyTransfer Summer Program 2014

OVERVIEW

During the summer of 2014 (August 26-28), the PolyTransfer Initiative launched our inaugural first- year- experience (FYE) Summer Program for newly admitted and enrolled, local community college students who were to begin at Cal Poly Pomona in the Fall 2014 Quarter.

The Summer Program was anchored daily with an academic lecture as well as a writing skills workshop to help prepare students for the transition into Cal Poly Pomona. Students also attended workshops on:

- Transferring, Transitioning, and Success"
- Getting Involved: CPP Cultural Centers as Transfer Receptive Spaces
- Connecting with Resources/ Research at the University Library
- Becoming an Undergraduate Researcher
- Meet & Greet: Faculty and Key Resource Personnel
- Graduate School Panel: Demystifying the Process

STUDENT- ATTENDEE BREAKDOWN

PolyTransfer's Summer Program brought together eighty- nine newly enrolled community college transfer students from thirty different community colleges across California. Below is a breakdown of Summer Program attendees by Gender, Ethnicity, and First- Generation status:

Gender
Male: 48 students
Female: 41 students

First- Generation Status
First Generation: 69 students
Not First Generation: 20 students

Ethnicity
Hispanic/ Latino: 66 students
Black/ African American: 5 students
Asian Pacific Islander: 12 students
White / Caucasian: 6 students

POST-SUMMER PROGRAM EVALUATION

Concluding the Summer Program, we asked students to please respond to an online assessment survey. Of the 89 attendees, 48% responded to our survey. The results of the survey showed the following:

- 97% felt they are better able to describe why many students experience transfer shock
- 97% felt they are better able tot identify the conditions that will best support their ability to learn and study at Cal Poly Pomona
- 97% felt they are better able to name and locate two campus resources that will improve their learning skills and support their academic performance.
- 95% felt that the writing workshop prepared them to develop and organize a strong college-level essay
- 90% of the students are more likely to reach out to faculty and other resources for advising
- 100% feel confident in their abilities to maneuver through the library
- 97% feel more knowledgeable about the Office of Undergraduate Research and what it has to offer
- 100% are more likely to attend graduate school
- 100% felt participating in the summer program would make them more successful at Cal Poly Pomona

First-Year Experience

Minimum definition: The CSU defines the First-Year Experience as including at least these three elements:

1. FYE initiatives are intended to integrate first year students and transfers into a community of peers, faculty, and staff.
2. On-campus and/or off-campus activities that intentionally connect to campus culture, institutional mission, and student need.
3. A purposeful set of curricular and/or co-curricular programs, structures, services and activities that support first year students and transfers by focusing on the quality of their learning, development, and success in the educational environment during the first year.

First-Year Experience may be offered successfully with different levels of intensity:

	Low	Medium	High
Scope (Number of programs that comprise the FYE)	One HIP and/or student support program ○	2-3 connected HIPs and/or student support programs ○	4 or more integrated HIPs and/or student support programs ○
Scale (Proportion of *targeted* first-year students that participate in the program)	Small number of students (0-20%) ○	21-50% ○	Over 50% ○
Duration	Programming spans the first term of the first year ○	Programming starts in summer (i.e. orientation, summer bridge, common reading) and continues to end of the first year ○	Programming begins with pre-college (e.g., outreach) and ends with integrated transition into the next year of college ○
Articulation of outcomes	Informal anecdotal outcomes ○	Sole focus on transactional outcomes (retention, persistence, GPA) ○	Clear, formalized articulation of a shared set of outcomes, including affective, cognitive, and other "essential learning outcomes" (LEAP) ○
Institutionalization	Intentional effort to organize without resource allocation (i.e. staff, budget) ○	Intentional effort to organize with limited and/or non-recurring resource allocation ○	Legitimate recognized leadership, sustained program, recurring budget, dedicated staff, and demonstrated value among institutional leadership, professional development programs in support of FYE ○
Collaborative partnerships	No participation outside of one division ○	Some cross-divisional collaboration ○	Extensive cross-divisional collaboration involving a wide range of faculty, student affairs professionals, academic administrators and other constituent groups ○
Assessment	Little or no evidence of the FYE program's efficacy ○	Some evidence of the FYE program's efficacy ○	Substantial evidence of the FYE program's efficacy ○

High-Impact Educational Practices

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Leadership Team, Advisory Board & Stakeholders

LEADERSHIP TEAM

Dr. S. Terri Gomez, Director, PolyTransfer and Chair of the Ethnic and Women's Studies Department

Deborah L. Brandon, Executive Director, Admissions and Outreach

Dr. Cecilia Santiago-Gonzalez, Senior Coordinator Orientation Services

Dr. Winny Dong, Professor of Engineering and Director, Office of Undergraduate Research, McNair Scholars Program

Leticia Guzman-Scott, Executive Director of Student Support and Equity Programs

ADVISORY BOARD

Dr. Alfred Herrera, Assistant Vice Provost, Academic Partnerships, and Director Center for Community College Partnerships, UCLA

Dr. Dimpal Jain, Assistant Professor of Educational Leadership and Policy Studies at CSU Northridge

Michelle Siqueiros, Executive Director, Campaign for College Opportunity

Hilda L. Solis, Los Angeles County Board of Supervisors, 1st District

Dr. Marten denBoer, Provost and Vice President of Academic Affairs, CPP

Dr. Frank Ewers, Associate Vice President for Research

Dr. Peggy Kelly, Dean of CEIS

Dr. Rebecca Gutierrez Keeton, Vice President of Student Affairs, CPP

Kathleen Street, Associate Vice President, Enrollment Services

Lisa Rotunni, Executive Director of Institutional Research and Academic Resources

and a representative from each of our partner community colleges.

STAKEHOLDERS

- CPP Transfer Students
- Transfer Students at Partner Community Colleges
- CPP President
- Community College Presidents
- CPP Divisions:
  - Academic Affairs
  - Student Affairs
  - University Advancement
  - Information Technology
  - Administrative Affairs
- Office of Institutional Research and Academic Resources
- Enrollment Services
  - Admissions & Outreach
  - Orientation Services
  - Registrar's Office
  - Financial Aid
- Career Center
- Office of Undergraduate Research (OUR)
- Veterans Resource Center
- Student Support and Equity Programs (SSEP)
- Learning Resource Center (LRC)
- Disability Resource Center (DRC)
- Office of Student Life and Cultural Centers (OSLCC)
- Center for Community Engagement (CCE)
- Library
- College Advisors
- Children's Center
- Faculty
- University Colleges
  - College of Agriculture
  - College of Business Administration
  - College of Education & Integrative Studies
  - Collins College
  - College of Engineering
  - College of Environmental Design
  - College of Letters, Arts, and Social Sciences
  - College of Science

APPENDIX D

*****PLEASE NOTE:**

Appendix D contains a comprehensive Logic Model, which details the PolyTransfer Initiative's objectives, activities, partners/stakeholders and timeline. As required in the application, the activities are organized into two period: January –December 2014 (as highlighted in Appendix C), and "after January 9, 2015" (as highlighted in Appendix D).

1. PolyTransfer Logic Model highlighting 2015 activities

Awards for Innovation in Higher Education Program: Applying High-Impact Practices, Broad Collaborations, and Institutional Commitment to Support Transfer Student Success

CAL POLY POMONA * POLYTRANSFER *LOGIC MODEL/ TIMELINE

Goal(s)	Objectives	Activities/ Tasks: Jan.- Dec. 2014	Timeline	Partner(s)	Activities/ Tasks: After Jan. 9, 2015	Timeline	Partner(s)
1. Building a Transfer Receptive Culture (TRC)	1A: CPP- CC leadership dialogues	1A: Luncheon w/ CPP Leadership, CC Presidents	Mar. 2014	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, PUSD	1A: Roundtable with CPP Leadership, CC Presidents	Jan. 2015	CPP Leadership, CPP AA, CC Presidents, Citrus, Chaffey, Mt. Sac, ELAC, Rio Hondo, PCC, RCC
					1A: Increase Number of CC Partners	May. 2015	Inland Empire & LA Basin CCs
	1B: Academic Affairs (AA) & Student Affairs (SA) Cross Divisional Collaboration	1B: Transfer Student Fall Welcome Reception	Sept. 2014	OS, SSEP, A&O, CPP Colleges	1B: Transfer Pride Week	Sept. 2015	OS, A&O, SSEP, OSLCC, CPP Colleges
		1B: "I HEART" CPP Transfer Student Campaign	Sept. 2014- Present	A&O, ENTIRE CPP CAMPUS	1B: Targeted campus tour for transfer students	Ongoing	A&O
		1B: Redesigned Orientation	Jan. 2014 - Present	OS, A&O	1B: 2015 Transfer Student Fall Welcome Reception	Sept. 2015	OS, SSEP, A&O, CPP Colleges, OSLCC
	1C: TRC Annual Symposium	1C: 2014 Transfer Student Symposium: *TRANSFERmations*	Mar. 2014	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, PUSD, PT Advisory Board	1C: 2015 Transfer Student Symposium	Mar. 2015	CPP Leadership, CPP AA, Citrus, Mt. Sac, Chaffey, ELAC, Rio Hondo, PCC, RCC PUSD, PT Advisory Board
	1D: Faculty- Staff Engagment	1D: Faculty/ Staff Resource Panel	Aug. 2014	AA, OS, A&O, SSEP, RO, FA	1D: Faculty/ Staff Learning Community on TRC	Apr. 2015	Faculty Center, LPC, AA
		1D: PT Introduction Letter	Sept. 2014	CPP Deans, Advisors, Department Chairs, FA, A&O, OUR, LIB, RO, Career Center, Children's Center			
		1D: College Advisor Roundtable	Aug. 2014	College Advisors			
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		1F: Conducted Fall Quarter TS Status Survey	Sept. 2014	A&O	1F: Conduct Winter Quarter TS Status Survey	Jan. 2015	PT ONLY
		1F: Conducted Orientation Evaluation Survey	Jun. 2014- Aug. 2014	OS			
		1F: Conducted Needs Assesment survey	Jan. 2014 - Present	CPP College Advisors & Faculty			

2. Strengthening Transfer Pathways	**2A: Strengthened CC outreach and recruitment**	**2A:** Expansion of CC Partners	Jan. 2014	Chaffey, Citrus, Mt. Sac, PCC, Rio Hondo	**2A:** Develop marketing & communications plan	Jan. 2015	PT ONLY
		2A: Introduction letter of PT to all California CCs	Oct. 2014	113 CA CCs	**2A:** Increase number of CC partners	Jan. 2015	Inland Empire & LA Basin CCs
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		2A: Participated in Child Development Department Advisory Board meetings	Oct. 2014	CEIS, Mt. Sac	**2A:** Launch of PT Summer Program for Prospective Students	Jul. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, Partner CCs
		2A: Met with Transfer Center directors to discuss TS needs	Sept. - Oct. 2014	A&O, Citrus, Mt. Sac, PCC, Rio Hondo	**2A:** Launch of PT Shadow Days	May. 2015	A&O, OS, All CPP Colleges, Partner CCs
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	2C: Expand pathways to graduate school	**2D:** Urban Planning & Law Graduate School Panel	Nov. 2014	ENV, CEIS, OSLCC	**2D:** Graduate School Week	Mar. 2015	Career Center, OUR
		2D: Graduate Student Panel	Aug. 2014	All colleges			
3. Engaging in High Impact Practices (HIPs) Through PolyTransfer (PT)	**3A: PT First- Year Experience (FYE) Transfer Student Summer Program**	**3A:** Lauch of Pre-matriculation PT FYE Summer Program (Academic workshops, resource presentations/panels, Mock Graduation Writing Test, writing assignments, group projects)	Aug. 2014	AA, A&O, OS, RO, FA, OUR, LB, LRC, OSLCC, SSEP, Career Center	**3A:** Launch of PT Summer Program for Prospective students	Jul. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, PT Peer Mentors
					3A: PT FYE Summer Program for newly enrolled CPP TS	Aug. 2015	AA, A&O, OS, RO, FA, OUR, LRC, LB, OSLCC, SSEP, VRC, DRC, Career Center, PT Peer Mentors
					3A: Increased duration and number of student participants for both PT Summer Programs	Aug. 2015	AA, A&O, OS, RO, FA, OUR, LB, LRC, OSLCC, SSEP, VRC, DRC, Career Center
	3B: PT Peer Mentoring	**3B:** Hiring and training of PT Ambassadors	May. 2014	OS, A&O, CPP Colleges	**3B:** Expansion of PT peer mentoring	Mar. 2015	OS, A&O, CPP Colleges, PT Peer Mentors
	3C: PT FYE Quarterly Academies (2 Per Quarter)	**3C:** Launched PT FYE Academies	Sept. & Nov. 2014	Entire CPP Campus	**3C:** Continuation of PT FYE quarterly academies	Ongoing	Enitre CPP Campus
	3D: Undergraduate research and internship opportunities	**3D:** Development of research opportunities for veteran transfer students	Dec. 2014	OUR, VRC	**3D:** Workshop on research opportunities for veteran transfer students	Feb. 2015	OUR, VRC
		3D: Design of PT Scholars Program	Dec. 2014	OUR	**3D:** Partner with local business partners to provide internship opportunities for TS	Jan. 2015	CCE, San Gabriel Valley Economic Partnership
		3D: Office of Undergraduate Research (OUR) Workshop	Aug. 2014	OUR	**3D:** Graduate School Week	Mar. 2015	Career Center, OUR
					3D: Internships for Transfer Students	Feb. 2015	CCE
		3D: Ronald E. McNair Scholars Prep Program	Oct. 2014- Present	OUR, Citrus	**3D:** Launch of PolyTransfer Scholars program	May. 2015	OUR
	3E: Transfer Student Honors Society (Tau Sigma)	**3E:** Chartered Tau Sigma	Jun. 2014- Present	PT ONLY	**3E:** Tau Sigma Reception & TS Roundtable	Mar. 2015	Apr. 2015

4. Sustainability/ Model Development	**4A: Grantseeking/ submission**	**4A:** Submitted proposal to Kellogg Legacy Research Grant	May. 2014	PT ONLY	**4A:** Prepare/submit proposal Lumina Foundation Grant	2015	A&O, OS, SSEP
		4A: Submitted to US Dept. of Education First in the World Grant Competition	Jun. 2014	A&O, OS, SSEP	**4A:** Prepare/submit proposal to Jack Kent Cooke Foundation	2015	CC partners
		4A: Submitted to CA Dept. of Finance Innovations in Higher Education Awards Program	Dec. 2014	A&O, OS, SSEP	**4A:** Prepare/ submit grant proposal to Kellogg Legacy Research Grant	Apr. 2015	A&O, OS, SSEP
					4A: Prepare/submit grant proposal to US Dept. of Education First in the World Grant Competition	Jun. 2015	A&O, OS, SSEP, CPP STEM
	4B: Model development (Replication for other CSUs)	**4B:** CPP institutional priority	Jan. 2014	Entire CPP Campus	**4B:** Share Best Practices at CSU forum	Ongoing	All CCs, All CSUs
		4B: Program and office set-up	Jan. 2014	PT ONLY			
		4B: Attended CSU Academic and Student Success Program (ASSP) Awards meeting to develop taxonmies/ rubrics to evaluate programs	Mar. 2014	CSU Chancellor's Office, OUR, A&O, SSEP	**4B:** Increase number of CC partners	Jan. 2015	Inland Empire & LA Basin CCs
		4B: Connecting Undergraduate Research (CUR) to other High-Impact Practices Conference	Nov. 2014	OUR, AA, AVP for Research			
		4B: CSU Chancellor Office Academic and Student Success PERMANENT FUNDING for RISE, OUR, SSEP	Ongoing Permanent Funding	RISE, OUR, SSEP	**4B:** CSU Chancellor Office Academic and Student Success PERMANENT FUNDING for RISE, OUR, SSEP	Ongoing Permanent Funding	RISE, OUR, SSEP
	4C: Transfer Research and Dissemination of scholarship	**4C:** Connecting Undergraduate Research (CUR) to other High-Impact Practices Conference	Nov. 2014	OUR, AA, AVP for Research	**4C:** Present at 2015 Student Affairs and Administrators in Higher Education (NASPA) Conference	Mar. 2015	A&O, OS, SSEP
		4C: Presentation at 2014 Student Affairs Administrators in Higher Education (NASPA) Conference	Nov. 2014	OS (Senior Coordinator and Program Coordinator for Orientation Services)	**4C:** Present at 2015 CollegeBoard Conference	Apr. 2015	A&O, OS, SSEP
					4C: Present 2015 at National Institute for the Study of Transfer Students (NISTS) Conference	Feb. 2015	A&O, OS, SSEP
					4C: Present at American Association of Hispanics in Higher Education (AAHHE)	Mar. 2015	A&O, OS, SSEP
					4C: Present at Hispanic Association of Colleges and Universities (HACU) Conference	Oct. 2015	A&O, OS, SSEP
					4C: CSUSB Latino Education & Advocacy Days (LEAD) Conference	TBA	A&O, OS, SSEP
					4C: Association for Orientation, Transition, and Retention in Higher Education (NODA)	Oct. 2015	A&O, OS, SSEP
					4C: American Association of Community Colleges Annual Convention (AACC)	Apr. 2015	A&O, OS, SSEP
					4C: American College Personnel Association (ACPA) Conference	Mar. 2015	A&O, OS, SSEP
					4C: Submit research for publication (Journal of College Orientation & Transition, Journal of College Student Development, The Journal of Higher Education, Journal for Diversity in Higher Education)	2015	A&O, OS, SSEP
	4D: Data collection for transfer relevant/ responsive changes to practice and policy	**4D:** Data collection on TS	Jan. 2014 - Present	IR, OUR, SSEP, A&O	**4D:** Work with CCs on developing common data metrics	Mar. 2015	Citrus, Chaffey, Mt. Sac, Rio Hondo, PCC, RCC
		4D: Conducted Pre & Post Summer Program Evaluation Surveys	Aug. 2014	PT ONLY	**4D:** Collect data on transfer pathway	Ongoing	IR, Citrus, Chaffey, Mt. Sac, Rio Hondo, PCC, RCC
		4D: Conducted Fall Quarter TS Status Survey	Sept. 2014	A&O	**4D:** Conduct ongoing assesment of transfer FYE programs	Ongoing	IR, OSLCC, AA, SA
		4D: Conducted Orientation Evaluation Survey	Jun. 2014- Aug. 2014	OS			
		4D: Conducted Needs Assesment survey	Jan. 2014 - Present	CPP College Advisors & Faculty			

KEY:	
AA: Academic Affairs	**AG**: College of Agriculture
SA: Student Affairs	**BA**: College of Business Administration
IR: Institutional Research	**CEIS**: College of Education and Integrative Studies
A&O: Office of Admissions and Outreach	**COL**: Collins College of Hospitality Management
OS: Orientation Services	**ENG**: College of Engineering
RO: Registrars Office	**ENV**: College of Environmental Design
FA: Office of Financial Aid	**CLASS**: College of Letters, Arts, and Social Sciences
OUR: Office of Undergraduate Research	**SCI**: College of Science
VRC: Veteran's Resource Center	**CEU**: College of Extended University
SSEP: Student Support and Equity Programs	**CPP**: Cal Poly Pomona
DRC: Disabilty Resource Center	**PT**: PolyTransfer
OSLCC: Office of Student Life and Cultural Centers	**CC**: Community College
CCE: Center for Community Engagment	**TS**: Transfer Students
LPC: Learning Practice Community	**PUSD**: Pomona Unified School District
LRC: Learning Resource Center	**FYE**: First-Year Experience Program
LIB: Library	
RISE: Residential Intensive Summer Education	
RS: Renaissance Scholars Program	

APPENDIX E

*****PLEASE NOTE:**

Appendix E (Question 6) contains detailed information on CPP's ranking (compared to CSU campuses and nationwide) in terms of affordability, cost effectiveness and delivering access and student success.

1. Information about CSU Cost – Saving
2. Cal Poly Pomona College Ranking

Cost Effectiveness
Information on CSU Cost Saving: Cal Poly Pomona

ECONOMIC DIVERSITY: ACCESS & COMPLETION	
Undergraduate Pell Grant Recipients (2011-12)	
Pomona Undergraduates	18,759
Pomona Undergraduate Pell Grant Recipients	9,094
Pomona Pell Percentage of Undergraduates	48%
System Pell Percentage of Undergraduates	49%
National Pell Percentage of Public Four-Year Undergraduates	35%
National Pell Percentage of Private Four-Year (Not-for-Profit) Undergraduates	31%
Bachelor's Degree Pell Grant Recipients (2012-13)	
Pomona Bachelor's Degrees	4,177
Pomona Pell Grant Bachelor's Degree Recipients	2,078
Pomona Pell Percentage of Bachelor's Degrees	50%
System Pell Percentage of Bachelor's Degrees	49%

Source: CSU Chancellor's Office, National Center for Educational Statistics (NCES), **College InSight**

STICKER AND "NET" TUITION & FEES	
Average tuition and fee "sticker" charged to public four-year full-time instate undergraduates in AY 2012-13	$8,245
Average tuition and fee "sticker" charged to private four-year (not-for-profit) full-time undergraduates in AY 2012-13	$28,404
Pomona average tuition and fee "sticker" charged to all full-time undergraduates in AY 2012-13	$6,125
Pomona average tuition and fee "net" paid by full-time undergraduates in AY 2012-13	$2,267
Pomona "Net" percent of "Sticker" Tuition & Fees for full-time undergraduates in AY 2012-13	37%

Sources: CSU Chancellor's Office, **National Center for Educational Statistics (NCES) IPEDS Data Center**

LOAN DEBT OF BACCALAUREATE RECIPIENTS	
Percent of 2011-12 Baccalaureate Recipients who Started as Freshmen and Assumed Loans	
Pomona Percentage	23%
State Percentage	52%
National Public Four-Year Percentage	58%
National Private Four-Year (Not-for-Profit) Percentage	65%
Average Loan Debt of 2011-12 Baccalaureate Recipients who Started as Freshmen and Assumed Loans	
Pomona Average	$18,680
State Average	$20,269
National Public Four-Year Average	$24,443
National Private Four-Year (Not-for-Profit) Average	$29,309
Loan Debt Default Rate	
Pomona Default Rate	2.8%
CSU Default Rate	5.1%
National Public Four-Year Default Rate	6.8%
National Private Four-Year (Not-for-Profit) Default Rate	5.1%

Sources: CSU Chancellor's Office, National Center for Educational Statistics (NCES), "**The Project on Student Debt**" of The Institute for College Access & Success (TICAS), U.S. Department of Education, and The Institute for College Access & Success, **College InSight**

SALARIES OF BACCALAUREATE RECIPIENTS -- PAYSCALE (2013)	
National average starting median salary of graduates from public universities	$42,670
Pomona graduates' median starting salary	$48,800
National average mid-career median salary of graduates from public universities	$72,026
Pomona graduates' mid-career median salary	$89,200

Source: "**Top State Universities by Salary Potential**", PayScale Inc.

CPP College Rankings

- *#4 for Public Universities in the West*
  U.S. News & World Report
- *#4 on the "Social Mobility Index" for helping low-income students achieve financial success*
  Social Mobility Index
- *#5 in the West for Undergraduate Architecture*
  DesignIntelligence
- *#1 for Architecture Undergraduate Degrees to Minorities*
  Diverse: Issues in Higher Education Magazine
- *One of "Best Business Schools: 2015 Edition"*
  Princeton Review
- *Top 100 Best Values in Education*
  Kiplinger's Personal Finance Magazine
- *Gold Rating (Highest rated among all the CSUs)*
  Association for the Advancement of Sustainability in Higher Education
- *74th out of 1,312 universities nationwide in terms of return on student investment in higher education (Higher than USC and all but two of the UC campuses)*
  Payscale
- *Top 10: Collins College of Hospitality Management in hospitality and tourism graduate programs*
  Journal of Hospitality & Tourism Education
- *#15 "California's Biggest Bang for Your Buck Colleges", based on net price, Forbes ranking, six-year graduation rate, and loan default rate*
  NerdScholar.com
- *One of the top places to work for in student affairs*
  Diverse: Issues in Higher Education
  American College Personnel Association.
- *13th in affordability among public schools in the nation for lowest average debt at graduation*
  Kiplinger's Personal Finance magazine.
- *One of only 19 universities chosen (of 1,700 four-year colleges) for the effectiveness in delivering access, affordability and student success*
  Center on Higher Education Reform

APPENDIX F

*****PLEASE NOTE:**

Appendix F (Question 8) contains a list of potential grant agencies and foundations, as well as a list of conferences, to which the PolyTransfer Initiative will submit proposals. Also provided in this Appendix are brief biographies of the Leadership Team.

1. Grants/Conferences Summary
2. Leadership Team Biographies

Potential Grant Opportunities

Lumina Foundation Grant

"Lumina's overarching goal is to increase the higher education attainment rate of the United States to 60 percent by 2025.This will represent an increase of 23 million graduates above current levels of production."

Jack Kent Cooke Foundation

"The Foundation's Community College Transfer Initiative (CCTI) was designed to help high-achieving community-college students earn bachelor's degrees at top colleges and universities nationwide…Through this grant initiative, the Foundation currently supports a cadre of selective colleges and universities and their community college partners that are committed to developing and supporting programs to improve access for high-achieving, low-income community college transfer students."

Kellogg Legacy Research Grant

"Proceeds from the endowment will be invested by the president in projects and activities that strengthen the university and advance its major goals, particularly the success of our disadvantaged or underprivileged students"

U.S Department of Education First in the World

"The First in the World (FITW) Program will provide grants to institutions of higher education to spur the development of innovations that improve educational outcomes and make college more affordable for students and families, and to develop an evidence base of effective practices."

The Rosalinde and Arthur Gilbert Foundation

"The Foundation supports college preparation and retention programs as well as policy initiatives that eliminate systemic barriers to access for low income and first generation college-bound youth."

Conferences

National Institute for the Study of Transfer Students (NISTS) Conference
Atlanta, Georgia
February 4-6 2015

American College Personnel Association (ACPA) Conference
Tampa, Florida
March 5-8,2015

College Board Diversity Conference
New Orleans, Louisiana
March 9-11, 2015

American Association of Hispanics in Higher Education (AAHHE) Annual Conference
Frisco, Texas
March 12-14, 2015

Student Affairs and Administrators in Higher Education (NASPA)
New Orleans, Louisiana
March 21-25, 2015

CSUSB's Latino Education & Advocacy Days (LEAD) Conference
California State University San Bernardino
March 2015

American Association of Community Colleges Annual Convention (AACC) Conference
April 2015

Hispanic Association of Colleges and Universities (HACU) Annual Conference
Miami Beach, Florida
October 10-12, 2015

Association for Orientation, Transition, and Retention in Higher Education (NODA) Conference
Denver, Colorado
October 24-27, 2015

Leadership Team Biographies

Dr. S. Terri Gomez is the Director of PolyTransfer and Chair of the Ethnic and Women's Studies Department. She has a broad range of experiences working collaboratively across Academic Affairs and Student Affairs, particularly in the areas of: university governance and strategic planning; transfer-related program planning; curriculum development, implementation and management; budget and grant management; and, staff supervision. In addition, she possesses extensive knowledge and experience in areas that are particularly germane to the proposed project: teaching, advising, and mentoring, especially with underrepresented, low-income, first generation transfer and native students. Dr. Gomez also coordinates the academic portion of the Residential Intensive Summer Experience (RISE) program at CPP, a grant funded by the CSU Chancellor's Office. Dr. Gomez has extensive connections and collaborations with Student Support and Equity Programs (SSEP), particularly around Summer Bridge and the development of learning communities.

Deborah L. Brandon, Executive Director of the Office of Admissions and Outreach. She leads all campus efforts that focus on the strategic design, development, implementation, and management of comprehensive and integrated recruitment and admissions efforts. Ms. Brandon is a member of the Core Management Team for Student Affairs and functions as a key member of the campus wide Enrollment Planning Group. She chairs the campus-wide Executive Management Group for Veterans Admissions and Recruitment. In addition, she serves as the Co-Chair of the *Kellogg Legacy* (improving the recruitment and retention of African-American, Native American and first-generation students) and as Co-Chair of the recently awarded *Poly Transfer Grant*. Moreover, she is (PI) for a CSU-sponsored *Student Academic and Student Success* grant that supports CPP's Residential Intensive Summer Experience Program (RISE).

Dr. Cecilia Santiago-Gonzalez, a first-generation college graduate, is ***the Senior Coordinator of Orientation Services***, where she oversees all aspects of the university's new student and parent orientation programs.. Her research agenda focuses on racial and ethnic equity, HSIs, STEM, Latinos in higher education, institutional agents, community colleges, transfer students, and college affordability. During her 12 years of experience in student affairs, Dr. Santiago-Gonzalez led numerous departments and initiatives focused on fostering equitable, supportive, and validating learning environments.

Leticia Guzman Scott is the Executive Director of Student Support and Equity Programs. In this role, she leads a team that provides high-impact services (e.g., summer bridge programs, learning communities) for undergraduate students in the Educational Opportunity Program, the Renaissance Scholars Program, the Summer Bridge program, and the Undeclared Student Program. Ms. Guzman Scott has 23 years of professional experience in the student affairs arena, including positions as Associate Director, Assistant Director, and Coordinator of EOP Admissions and Enrollment Services.

Dr. Winny Dong serves as the STEM Faculty Advisory. She is Professor of Chemical and Materials Engineering and Director of the Office of Undergraduate Research. She is dedicated to serving the diverse population of CPP and has brought in grants, totaling more than $10 million, to increase participation by URM groups in science and engineering. Currently, she is the Director of the Cal Poly Pomona Office of Undergraduate Research (OUR) and is the Director of the McNair Scholars Program.

APPENDIX G

*****PLEASE NOTE:**

Appendix G contains letters of support from our County Supervisor whose district contains most of the partnering institutions, regional business leaders, and key Academic and Student Affairs leadership.

1. Letter of Support – Hilda L. Solis, Los Angeles Board of Supervisors
2. Letter of Support – Dr. Peggy Kelly, Dean College of Education & Integrative Studies
3. Letter of Support – Dr. Rebecca Gutierrez Keeton, Vice President of Student Affairs
4. Letter of Support – Dr. Marten denBoer, Provost and Vice President of Academic Affairs
5. Letter of Support – Ms. Cynthia J. Kurtz, President & CEO of San Gabriel Valley Economic Partnership

BOARD OF SUPERVISORS
COUNTY OF LOS ANGELES

856 KENNETH HAHN HALL OF ADMINISTRATION / LOS ANGELES, CALIFORNIA 90012
Telephone (213) 974-4111 / FAX (213) 613-1739

HILDA L. SOLIS
SUPERVISOR, FIRST DISTRICT

December 23, 2014

President J. Michael Ortiz, Ph.D.
Office of the President
California State Polytechnic University, Pomona
3801 W. Temple Ave.
Pomona, CA 91768

RE: CALIFORNIA'S DEPT OF FINANCE – INNOVATIONS IN HIGHER EDUCATION

President Ortiz,

It is with great enthusiasm and conviction that I submit this letter of support for Cal Poly Pomona's PolyTransfer Initiative and its application to the California Department of Finance *Innovations in Higher Education Award.* As the newly elected Los Angeles County Supervisor of the 1st District, I am particularly interested in supporting innovative cross-sector practices which help our community college students make a more timely and smoother transition into a 4-year university.

I was privileged to collaborate with the PolyTransfer Program during my tenure as CPP Scholar in Residence last year. Specifically, we brought together CPP faculty and administrations, Community College leaders, and leading national experts to explore innovative ways to build a transfer receptive culture and foster smoother transfer pathways along the educational pipeline. The transformative power of the PolyTransfer Initiative lies in its ability to marshal cross-sector resources to serve transfer students, particularly first generation and underrepresented students who make up the majority of our community college population.

The PolyTransfer Initiative is a classic example of how what is sown can be returned a hundredfold. Each individual life that is transformed affects not only that individual, but also their family, their friends and their community. While we can measure success in this initiative by the increase of the transfer student retention and graduation rates, we cannot measure the total impact that comes from the power of creating a welcoming transfer culture for students. I have had the opportunity to work with the PolyTransfer students, and I also delivered the keynote address at the Summer Program closing. These students spoke passionately about the deep impact this program had on their confidence and their ability to navigate a new institution. This transfer first year experience program is an excellent model that other CSUs can adopt to foster transfer student success through high impact practices known to have a great impact on first generation underrepresented students. I look forward to Cal Poly Pomona's continued success.

Sincerely,

Hilda L. Solis

Hilda L. Solis
Supervisor, First District

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Dr. M.G. (Peggy) Kelly, Dean
College of Education and Integrative Studies

January 4, 2015

California Department of Finance
Education Systems Unit - Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Innovation Awards Committee:

The PolyTransfer team jump-started a program that is already having a significant impact on transfer students and the culture of Cal Poly Pomona toward transfer students. The program includes a creative design and a set of implementation strategies to the dilemma that confronts every four-year university--- that of appropriately supporting and advocating for the success of transfer students.

The leadership team has analyzed the issue from a variety of perspectives, conducted multiple internal inquiries into what works and does not work at Cal Poly Pomona and its feeder community colleges, and crafted a series of activities that specifically address the issues identified in the context of research and best practices. The methodical approach coupled with deep seeded passion for the work has resulted in a carefully crafted plan that is sure to produce not only results for Cal Poly Pomona but also serve as a model for other institutions.

Dr. S. Terri Gomez is uniquely qualified and positioned to lead this work. Dr. Gomez is currently the chair of Ethnic and Women's Studies and the leader of many advocacy efforts on campus. She is highly regarded by her peers and students. She recently received the coveted Outstanding Advisor Award, which designated her as the mace barer for the commencement; she also recently received the Faculty Award for Outstanding Civic Engagement, the Women in Change Award, and the Excellence in Student Mentoring Award. Dr. Gomez is well organized, passionate, and a 'doer,' especially for those who are neglected or underserved. She has a record of being able to garner the support of others across campus to build internal capacity to support student success.

It takes a very talented and dedicated team of individuals to put together such a comprehensive and innovative proposal. Deborah Brandon from the Division of Student Affairs has long voiced

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concerns over the paltry statistics about the admission and success of transfer students. Dr. Cecilia Santiago-Gonzalez brings the perspective of the Division of Student Affairs into the proposal. The combination of Dr. Gomez who has a perspective on Academic Affairs, Deborah Brandon who sits in a key administrative position in the Division of Student Affairs, and Dr. Santiago Gonzalez who brings a depth of experiences in research on student issues and implementation of innovative programs, has resulted in a dynamic team that wields considerable power and support. It is this team that has been able to overcome old scars and perceptions to bring together the three community college feeder schools into the conversation. It is clear that it takes this collective inertia to make these changes possible in support of students.

I have solidly supported this project from inception including the plans for expansion as I see multiple areas of benefit for the university and for the college. Several of the majors and most education credential programs in my college have transfer students from community colleges as their primary source of student enrollment. To strategically adjust the university's proportion of transfer students as compared to first year students would positively impact the college as well as the university while increasing access to a four-year education for many not yet served. Regardless of the benefits to the college as a whole, the university must continue to develop a transfer receptive culture to improve the success for all.

PolyTransfer is an innovative and creative solution to a perennial problem for many universities. The program is deserving of an award for innovation as it provides long-term benefits to the campus community and for all students for whom the community college pathway is the only viable means to a higher education.

Sincerely,

Margaret Kelly

Dr. M.G. (Peggy) Kelly, Dean
College of Education and Integrative Studies

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Office of the Vice President
Student Affairs

December 16, 2014

California Department of Finance
Award for Innovations in Higher Education
7th Floor
915 L. Street
Sacramento, CA 95814

Dear Selection Committee:

This letter serves to confirm my full support for California State Polytechnic University, Pomona's (Cal Poly Pomona's) application for the State of California, Department of Finance's Innovations in Higher Education Award titled, *Applying High-Impact Practices, Broad Collaborations, and Institutional Commitment to Support Transfer Student Success.*

Realizing that more than half of the students we serve begin their college experience at one of our neighboring community colleges, this program addresses the unique needs of transfer students as they continue to advance their education. This novel initiative addresses many of our current shortfalls and provides an innovative paradigm for transfer student success that reaches across educational sectors.

Working in close collaboration with our academic campus colleagues, our aim is to increase the access, affordability, and timely completion of baccalaureate degrees, particularly for first generation, underrepresented and low-income community college transfer students, by promoting a transfer-receptive culture (TRC) at Cal Poly Pomona. Additionally, this program establishes a strong partnership with Hispanic- Serving Institutions (HSIs) with student demographics similar to our own; Mount San Antonio Community College, Citrus College, Chaffey College, Pasadena City College, and Rio Hondo College. Working together, we have enhanced transfer support services for prospective students, developed a seamless transfer process, created a transfer student pipeline, and developed an innovative peer mentoring, summer transfer program, and first year transfer programming that engages students academically and socially.

As these students have matriculated at Cal Poly Pomona, we have provided them comprehensive and innovative services and experiences that reflect high impact practices and created a welcoming and inclusive environment. Our ultimate goal is to continue transforming the campus culture and engaging faculty, staff, and administrative

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stakeholders in the quality of experience and improved graduation rates of our transfer population.

The support of this award will provide us the opportunity to continue to institutionalize the best practices for transfer student culture and allow us to share our results with our sister campuses throughout California. I have the highest level of confidence in the team leading this effort and look forward to seeing the ongoing impact their work has had on our campus.

Sincerely,

Rebecca Gutierrez Keeton

Rebecca Gutierrez Keeton, Ph.D.
Vice President for Student Affairs

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Office of the Provost and
Vice President for Academic Affairs

2015 January 6

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor, 915 L Street
Sacramento CA 95814

Dear Innovation Awards Committee:

As the provost of California State Polytechnic University, Pomona (Cal Poly Pomona), I offer my enthusiastic and unqualified support for the proposal, *Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Student Success*, for an award under the Innovations in Higher Education program. Our proposal builds on our PolyTransfer Initiative, in which we work with feeder community colleges to improve the success of students who transfer to us.

PolyTransfer enables Cal Poly Pomona to provide stronger and more consistent support to our community college transfer students. The goal is to increase the access, affordability, and success of underrepresented and low-income community college transfer students by promoting a transfer-receptive culture at Cal Poly Pomona. This collaborative, intersegmental effort involves Cal Poly Pomona and five of our local community colleges: Citrus College, Chaffey College, Mount San Antonio College, Rio Hondo College, and Pasadena City College.

Working together, we will enhance transfer counseling services for prospective students, develop a seamless transfer process, a transfer student pipeline, and implement innovative mentoring and summer transfer programs for prospective students. Once enrolled at Cal Poly Pomona, we will provide them with comprehensive and innovative services and experiences that reflect high impact practices including summer bridge, transfer first year experience support through the PolyTransfer Center, faculty and peer mentoring, and undergraduate research. The effort will involve cross-divisional collaboration between Academic Affairs and Student Affairs, engaging faculty, staff, and administrative stakeholders.

I am confident that this program will reinforce a supportive transfer culture that will result in improved success for transfer students and serve as a model for other colleges and universities, greatly contributing to the State of California's efforts to improve higher education.

Sincerely,

Marten L. denBoer, Ph.D.
Provost and Vice President for Academic Affairs

3801 West Temple Avenue, Pomona, CA 91768 Telephone (909) 869-4382 Fax (909) 869-5088

THE CALIFORNIA STATE UNIVERSITY Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus

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San Gabriel Basin WQA
Thomas Lenz
Atkinson Andelson Loya Ruud & Romo
Katie Mielke
MHI
Kristen Pugh
City of Hope
Wayne Ratkovich
The Ratkovich Company
Dwight Richards
FAIRPLEX
Don Sachs
Industry Manufacturers Council
Bill Scroggins
Mt. SAC
Helen Romero Shaw
So. Cal. Gas Company
Susan Stel
LAEDC
Anthony Tang
Cathay Bank
Lupe Valdez
Union Pacific
Glenn Wallmark
Lucas, Horsfall, Murphy & Pindroh
David Wigney
Verizon

December 22, 2015

President J. Michael Ortiz, Ph.D.
Office of the President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768

President Ortiz,

On behalf of The San Gabriel Valley Economic Partnership, I write this letter of support for the PolyTransfer Initiative and their application for the *California Department of Finance Innovation in Higher Education Award*.

The San Gabriel Valley Economic Partnership is a regional, not-for-profit corporation whose goals include fostering the economic development of the San Gabriel Valley, and engaging its community members in affecting public policy, creating partnerships, and improving opportunities in the San Gabriel Valley. PolyTransfer's goals align with our belief that collaborative networks between the business sector and institutions of higher education are critical and have a direct impact on the success of the community. This award would recognize the Cal Poly Pomona PolyTransfer's current efforts and empower them to expand their efforts to ease students' transfer through the state's educational system by focusing on their retention, engagement, and increasing timely graduation of transfer students, especially among underrepresented minority (URM) and first-generation students.

As a collective body that represents different sectors in the San Gabriel Valley, we look forward to discussing ways in which we can support students who are served by PolyTransfer—whether this be through the offering of scholarships, internships, and/or mentorship. The Partnership believes in the success of the PolyTransfer Initiative and its commitment in creating successful students who will go on to be successful leaders in our communities.

Sincerely,

Cynthia Kurtz

Cynthia J. Kurtz
President & CEO
San Gabriel Valley Economic Partnership

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APPENDIX H

1. In-Depth Evaluation Plan – Prepared by Dr. Misty Sawatzky, External Evaluator

PolyTransfer Initiative: Innovations in Higher Education

Table 1: Goal One: Building a Transfer Receptive Culture (TRC)

Evaluation Questions-- Formative (F): F1: How often and in what ways did the leadership dialogues occur?: F2: What process was used to identify and assess the effectiveness of existing business practices, policies, and procedures? Summative (S): S1: What progress has Cal Poly Pomona made toward becoming a TRC?; S2: Are changes in CPP business practices, policies, and procedures resulting in improved student enrollment experiences?; S3: To what degree do key Cal Poly Pomona stakeholders reflect an enhanced understanding of transfer student needs and expectations?; S4: What is the impact of the symposium and the LPC on the participants' understanding of transfer needs and expectations?

GOAL	OBJECTIVES:	PRIMARY MEASURABLE OUTCOMES
1	**1A**: CPP-CC Leadership Dialogues **Primary Data Collection Schedule:** (1) Annual **CPP-CC TRC Survey**: May (2) **Focus Groups**: May 2016, 2018 (3) **Policy Review**: May 2016, 2018	**1A.1**: Annual pre-post results of the *CPP-CC TRC Survey* will indicate a statistically greater understanding of the transfer students needs and expectations as well as understanding of the context and contributions of CC partners **1A.2:** By the end of Years Two and Four, focus group data will reflect how often and in what ways leadership dialogues occurred as well as resulting improvements in the understanding of transfer students needs and expectations **1A.3:** Policy reviews will illustrate past and present transfer policies issues as well as generate discussions regarding programmatic improvements
1	**1B**: Academic Affairs and Student Affairs Cross-Divisional collaboration **Primary Data Collection Method(s)/Schedule:** (1) **Policy Review:** May 2015, 2017 (2) **Time to Graduation:** June 2018, 2019	**1B.1:** Policy reviews will highlight issues with past and present enrollment, retention, and academic policies as well as initiate dialogues surrounding necessary changes for the following year **1B.2:** Time to graduation will decrease from the 2013-14 baseline by indicated year percentage for all transfer students, African American students, Latino students, and Native American students from participating CCs
1	**1C**: TRC Annual Symposium **Primary Data Collection Method(s)/Schedule:** (1) **TRC Annual Symposium Survey**: September (2) **Focus Groups:** September 2017, 2019	**1C.1**: Annual pre-post results of the *TRC Annual Symposium Survey* will show a statistically greater understanding of the transfer needs of students and how to serve them within the context of their position **1C.2:** By the end of Years Three and Five, focus group data will reflect improvements in the understanding of transfer students needs and expectations as well as highlight areas of programmatic effectiveness
1	**1D**: Faculty-Staff Engagement **Primary Data Collection Method(s)/Schedule:** (1) Annual **LPC Survey:** September (2) **Focus Groups:** September 2015, 2017	**1D.1**: Annual pre-post results of the *LPC Evaluation Tool* will reflect an increased understanding of the transfer needs of students and how to serve them **1D.2:** By the end of Years Two and Four, focus group data will reflect improvements in the understanding of transfer students needs and expectations as well as generate dialogues for programmatic improvement

Table 2: Goal Two: Strengthening Transfer Pathways

Evaluation Questions-- Formative (F): F1: What is the increase in applications and enrollment from community college partners? What is the participation rate for each partner college in the Prospective Summer Program?; F2: What is the participation rate of prospective students in the Shadow Day Experience?; F3: What processes/approaches were used to identify the business practices, policies, procedures selected for enhancement? Summative (S): S1: What is the impact of Summer Program Participation on the students transition to CPP?; S2: What is the impact of Shadow Day participation on the transfer students' experience at their community college?; S3: To what degree does the Shadow Day experience impact the participants' decision to attend CPP; S4: What is the impact of changing CPP business models, policies, and procedures on the CC students' of the CC-CPP transfer pathway?

GOAL	OBJECTIVES:	PRIMARY MEASURABLE OUTCOMES
2	**2A**: Strengthened CC Admissions and Outreach **Primary Data Collection Method(s)/Schedule:** (1) **Academic Transcripts**: June 2019 (2) CPP **Annual Enrollment Records**: January	**2A.1:** Transcript analyses will identify and document completion patterns and roadblocks to graduation for participating students beginning with the 2014-15 cohort **2A.2:** Enrollment will increase from the 2013-14 baseline by noted year percentages for all transfer students, African American students, Latino students, and Native American students from participating CCs
2	**2B**: PolyTransfer Shadow Days **Primary Data Collection Method(s)/Schedule:** (1) **Annual Enrollment Records**: September (2) **Focus Groups:** September 2015, 2017, 2019 (3) Annual **Shadow Day Participation Rates**: September	**2B.1:** When compared to students who participate in only the Campus Tour, students who participate in both the campus tour and in the Shadow Day will enroll in CPP at statistically higher rates than those who participate in only the campus tour **2B.2:** By the beginning of Years Two, Four, and Five, focus group data will illustrate how the Shadow Days program improved participating students' experiences at their CC, connection to CPP, and facilitated CPP enrollment **2B.3:** Annual Shadow Day participation rates across participating CCs will be collected and used to inform programmatic improvements
2	**2C**: PolyTransfer Prospective Student Summer Program **Primary Data Collection Method(s)/Schedule:** (1) Annual **Prospective Student Survey**: August (2) **Focus Groups:** August 2015, 2017, 2019 (3) Annual **Summer Program Participation Rates**: August	**2C.1**: Annual pre-post results of the *Prospective Student Survey* will indicate increased self-confidence with navigating the community college system **2C.2:** By the end of Years One, Three, and Five, focus group data will illustrate how the Summer Program improved participating students' transition experiences at CPP **2C.3:** Annual Summer Program participation rates across participating CCs will be collected and used to inform programmatic improvements
2	**2D**: Enhanced CPP Enrollment Practices **Primary Data Collection Method(s)/Schedule:** (1) Annual **Policy Review**: August	**2D.1**: By the end of Year One (9/2015), at least one practice, policy, or procedure will be identified and undergo analysis; by Year Four, all practices, policies, or procedures identified will be implemented

Table 3: Goal Three: Engaging High Impact Practices (HIPs) through PolyTransfer

Evaluation Questions-- Formative (F): F1: What was the attendance of the Summer Program?; F2: How often and in what ways did the peer mentors engage with students?; F3: What was the attendance of the FYE Quarterly academies?; F4: How is the honor society recruiting new members and how many members joined each year?; F5: How successful is the process for matching faculty members and scholars?; Summative (S): S1: What is the impact of the Summer Program on the participants' experience of their first term at CPP?; S2: To what degree have the peer mentors influenced the participants' adjustment to CPP?; S3: What is the impact of the FYE Quarterly Academies on the participants' experience of "transfer shock and graduate school aspirations?; S4: What is the impact of honor society participation on participants' academic motivation?; S5: What is the impact of the Scholars Program on participants graduate school and professional school aspirations?

GOAL	OBJECTIVES:	PRIMARY MEASURABLE OUTCOMES
3	**3A**: PolyTransfer Summer Program **Primary Data Collection Method(s)/ Schedule:** (1) Annual **PolyTransfer Summer Program Survey:** July 2014, 2015, 2016, 2017, 2018, 2019 (2) **Focus Groups**: August 2016, 2018	**3A.1**: Annual pre-post results of the *PolyTransfer Summer Program Survey* will report an increase in engagement with the university, more self-confidence with accessing university resources **3A.2:** By the end of Years Two and Four focus group data will reflect improvements in in engagement with the university, self-confidence with accessing university resources, as well as lower levels of "transfer shock"
3	**3B**: PolyTransfer Peer Mentoring Ambassadors **Primary Data Collection Method(s)/ Schedule:** (1) **Focus Groups:** May 2015, 2017 (2) Annual **Participation Rates:** May	**3B.1:** By the end of Years One and Three, focus group data will reflect the forms of peer mentor engagement, low transfer shock, and satisfactory adjustment for Peer Mentoring participants **3B.2:** Annual Peer Mentoring participation rates across will be collected and used to inform programmatic improvements
3	**3C**: PolyTransfer FYE Academy **Primary Data Collection Method(s)/ Schedule:** (1) Annual **PolyTransfer Participant Survey**: June 2014, 2015, 2016, 2017, 2018, 2019 (2) **Annual Participation Rates:** June	**3C.1**: Annual pre-post results of the *PolyTransfer Participant Survey* will report a decrease in transfer shock and an increase in graduate school/professional school aspirations **3C.2:** Annual Peer Mentoring participation rates will be collected and used to inform programmatic improvements
3	**3D**: Undergraduate Research and Internship Opportunities: PolyTransfer Scholars Program **Primary Data Collection Method(s)/Schedule:** (1) **Focus Groups:** February 2015, 2017 (2) Annual **Participation Rates:** February	**3D.1**: Years One and Three, focus group data will reflect a greater sense of engagement and connection to CPP via participation in the Scholars Program **3D.2:** Annual Scholars Program participation rates will be collected and used to inform programmatic improvements
3	**3E:** Transfer Student Honor Society (Tau Sigma) **Primary Data Collection Method(s) /Schedule:** (1) Annual **Tau Sigma Annual Survey:** June (2) Annual **New Member Rates** and **Recruitment Policy Review:** June	**3E.1**: Annual pre-post results of the *Tau Sigma Annual Survey* will report greater motivation levels for academic excellence and greater feelings of support and validation **3E.2:** Annual new Honor Society member rates will be collected and recruitment policy reviews will be used to inform programmatic improvements

Table 4: Goal Four: Sustainability/Model Development

Evaluation Questions— Formative (F): F1: What activities have occurred each year toward the development of partnerships with other institutions, particularly around replication of the PolyTransfer Model? F2: What are the sustainability activities for each year (i.e. grant seeking)? Summative (S): S1: What is the impact of PolyTranfer's in the production of knowledge; S2: How well did the PolyTransfer Evaluation function, i.e., did it provide valid and reliable evidence that was used to inform project changes and a basis for judging the merit, worth of the project and subsequent decisions; S3: How well did the PolyTransfer Evaluation Plan produce valid and reliable evidence that was used to improve the access, affordability outcomes, especially for underrepresented minority students; S4: To what degree did the PolyTransfer Evaluation Plan produce high-quality implementation data and feedback which permit a regular assessment toward achieving project goals and short-term outcomes?

GOAL	OBJECTIVES:	PRIMARY MEASURABLE OUTCOMES
4	**4A.** Grant seeking/ submission **Primary Data Collection Method(s)/Schedule:** (1) Annual **Grant Submission:** TBD	**4A.1:**PolyTransfer will submit at least one grant application per year and will seek to partner with a community college partner on at least one grant application per year
4	**4B.** Transfer research and dissemination for scholarship **Primary Data Collection Method(s)/Schedule:** (1) Annual **Conference Proposal Submission:** TBD	**4B.1:** PolyTransfer will submit at least one manuscript per year and will submit at least one proposal to present research findings at at least one national and one local conference per year
4	**4C.** Data collection **Primary Data Collection Method(s)/Schedule:** (1) Annual **PolyTransfer Evaluation Report:** August (2) Annual **Accountability Checklist**: June	**4C.1:** Evaluation report of all annual data analyses will be presented to stakeholders for input and interpretation; stakeholder input will be used to refine and finalize plans for the following year; highlight areas in need of change for the next assessment cycle **4C.2:** External evaluator will complete an annual accountability checklist ensuring data collection and analyses according to the evaluation plan for the year; replicability check