

**Governor’s Award for Innovation in Higher Education
Los Angeles Consortium
Spending Implementation Plan**

1. *The name of the coordinating institution of the application selected for an award and, if applicable, the names of any other participants that are eligible to receive award funds and to which the coordinating institution intends to transfer funds. To be eligible to receive funds, a participant must be a University of California campus, a California State University campus, a California community college, a private institution of higher education, or a K-12 local education agency.*

Coordinating Institution:

Los Angeles Valley College

Participating Colleges:

Los Angeles Mission College (LAMC)
Los Angeles Pierce College (LAPC)
Los Angeles Valley College (LAVC)
California State University, Northridge (CSUN)
Los Angeles Chamber of Commerce, L.A. Compact Student Success Workgroup
Los Angeles Community College District (LACCD)

2. *The amount of the award, as approved by the Committee for Innovation in Higher Education*

Innovation Award Amount:

\$1,000,000

3. *The amount of funds proposed for expenditure by the coordinating institution, a narrative describing the purposes for which those funds would be expended, and a timeline for expenditure. This narrative should explain how the purposes described are (1) one-time in nature and (2) related to the priorities of the Awards for Innovation in Higher Education.*

California systems of higher education have placed emphasis on degree completion and the importance of streamlined transfer pathways. While the state has placed a great emphasis on students completing an associate degree prior to transfer, many students do not. When these students stop out at the university level, they enter the workforce with no degree, which dramatically impacts their ability to attain gainful employment as well as median incomes. Through a regional assessment of the Fall 2010 CSUN transfer cohort, 20.8% of those transferring without an associate degree, left with no four-year degree and received none of the benefits associated with degree attainment.

The L.A. Reverse Transfer Pilot will incorporate a phased approach. Phase 1 began in Summer 2016. The Student Success Workgroup of the L.A. Compact convened six local postsecondary institutions to explore the feasibility of a reverse transfer model and connected with national experts to learn best practices, implementation challenges and lessons learned. Based on this initial work, campus representatives were identified to act as sponsors for the initial pilot project. The consortium members (LAMC, LAPC, LAVC, CSUN and the L.A. Compact) agreed to the launch of the pilot and began to collect initial data. The LACCD Academic Senate has been informed of the project and is in support of these efforts. Based on data for the Fall 2010 CSUN transfer cohort, there are 909 students, with a large portion coming from LACCD, eligible for reverse transfer.

Even with the implementation of Associate Degree of Transfer (ADT) pathways, many students continue to bypass the associate degree on their way to a bachelor's degree. In California, the availability of multiple transfer pathways may actually encourage upper division students to transfer without first completing an associate degree. The Campaign for College Opportunity (2016) reports that just 8% of transfer students enrolled across the California State University (CSU) system during the 2014-2015 academic year completed an ADT.

While Transfer Degrees have made significant gains statewide, there are still many students transferring without completing a degree. In Fall 2015, California State University, Northridge (CSUN) enrolled 5,878 transfer students and 4,848 (82.5%) of these students enrolled without attaining an associate degree. As noted above, an analysis of the 2010 cohort of transfer students entering CSUN indicates that 909 transfer students without an associate degree failed to complete their four-year program. These students, representing 20.8% of those transferring without an associate degree, left with no return on their investment and none of the benefits associated with degree attainment.

The Los Angeles Community College District (LACCD) serves as a primary feeder to CSUN, with Los Angeles Mission College, Los Angeles Pierce College and Los Angeles Valley College representing the majority of community college transfers. We understand the adverse economic impacts that a transfer student—and our region—faces when a degree remains out of reach, and see an urgent need to redesign institutional policies and practices to address this challenge. We propose to develop an initiative to support degree completion through a reverse transfer model.

Project Timeline

Spring 2017 marks the coordination of the efforts and the development of the concrete procedures for implementing the pilot. Spring 2017 tasks include:

1. Identify key campus staff to participate in internal pilot development teams
 - 1.1. Each campus will bring together a team of subject matter experts to assist with the development of the pilot. The teams will include faculty leaders, counselors, registrars, graduation evaluators, and administrators. LACCD will

provide support related to the student information system, student records sharing and intersegmental coordination.

2. Determine scope of initial pilot
 - 2.1. Determine what additional cohorts predating the 2010 cohort should be targeted as part of the pilot and develop concrete eligibility criteria.
3. Develop MOU template
 - 3.1. The teams will use the agreed upon parameters and reference MOUs from other reverse transfer initiatives; Student Success Workgroup members and campus presidents will sign off on the MOU.
4. Develop transcript exchange and degree audit processes
 - 4.1. Consult with registrars to develop student record release and degree request forms.
5. Develop outreach materials for recruitment of reverse transfer candidates

These initial steps will provide the basis for the L.A. Reverse Transfer Pilot. Following the development of the procedures, all institutions will initiate the project. Beginning in Summer 2017, tasks will focus on student outreach, counseling and degree conferral.

Tasks include:

1. Notification of eligible students
 - 1.1. CSUN will send materials to all eligible students notifying them that they may be qualified to receive an associate degree based on previously completed course work. Students will be provided with the contact information to a college representative and forms to allow for the electronic transmission of transcripts to the community college. The consortium will track the demographic of participating students to ensure equity.
2. Outreach to students who sign consent and conferral of degrees
 - 2.1. Once students have consented to the release of student transcripts from CSUN, the student's home community college (Mission, Pierce, or Valley) will evaluate transcripts in bulk using degree audit software. Faculty counselors will use the audit system to determine which degree a student is qualified to receive and work with the institution to confer the degree. For those students requiring additional coursework, the counselors will develop a student educational plan and assist the student in enrolling in the required coursework needed to complete the degree. The college will work to provide access to course work in traditional face-to-face, online, short-term and other alternative formats used to assist working students.

The consortium has already identified possible constraints and plans of action to ensure a successful implementation. One limitation is that the CSU and community college systems utilize different student information systems. The team has already developed initial plans to utilize electronic and digital scanning transcript systems that import directly into the degree audit system. The use of reverse articulation models will ensure accurate use of CSU credit for community college requirements. An additional limitation relates to the sharing of student records. The phased approach addresses this barrier by

implementing a pilot in which CSUN reaches out directly to students, informs them of the Pilot and obtains consent from the students.

In Fall 2017, students in need of additional coursework will enroll in the degree requirements and complete required courses. The consortium will continue to conduct student outreach and will confer associate degrees based on the pilot parameters established by each community college. The internal pilot development teams will simultaneously move into Phase 2.

1. Development of best practices and lessons learned

- 1.1. The teams will share results from the pilot and develop a best practice model that can be shared with other L.A. Compact member institutions and with other community college districts or universities that wish to develop regional reverse transfer partnerships.

2. Develop pre-emptive consent models

- 2.1. The teams will work to develop FERPA-compliant processes for obtaining consent from incoming transfer students. This opt-out consent will allow for the automatic transfer of student records when CSUN students are identified as stopping out. The pre-emptive approach will ensure the long-term sustainability of the project by streamlining the student outreach process. Obtaining pre-consent will enable the community colleges to notify students directly of their ability to attain an associate degree without the complicated process of having to obtain consent after a student has left CSUN.

In Spring 2018, the pre-emptive consent model will be tested with incoming transfer students through the orientation process at CSUN. The team will garner feedback from students to improve the content and the delivery of the message. Efforts will be made to recruit previous cohorts of eligible students.

From the Summer 2018 term through Fall 2018, the L.A. Compact will work with the consortium to complete the evaluation of the L.A. Reverse Transfer Pilot and begin Phase 3 of the project. Phase 3 will include the compilation of recommendations for improvement. These recommendations will focus on campus policies and procedures that should be reviewed and revised to accelerate adoption and institutionalization of a reverse transfer model. Additionally, the consortium will use the Pilot as proof of concept for the development of a model that targets those who enter as freshman to the CSU and stop out prior to degree completion. State residency requirements pose a major hurdle for broad scale implementation of this model. The consortium will convene an intersegmental group of faculty and administrative leaders with expertise in curriculum development, general education degree requirements, and articulation agreements to develop a recommended course of action for statewide policy changes that could streamline reverse transfer models and greatly increase degree completion statewide.

By the end of Phase 3, it is expected that this project will be fully institutionalized at all three LACCD colleges and at CSUN, and will serve as a model or promising practice for other community college/CSU partnerships throughout California.

LAMC/LAPC/LAVC Reverse Transfer Budget Plan

LAMC, LAPC, and LAVC have each been allocated \$200,000 to implement the LA Reverse Transfer Pilot. Each college’s counseling department will identify a dedicated counselor to provide “concierge” counseling services to ensure that students participating in the Reverse Transfer program are provided with “high touch” counseling services. This will ensure ease of entry to one of the three colleges and the development of an education plan that leads to an Associate Degree for Transfer to facilitate ease of transfer back to CSUN. Completing an associate degree will be required for transfer back to CSUN.

Participating students will have opportunities to interact with faculty and staff at CSUN to help create a connection to CSUN prior to transfer.

**LAMC/LAPC/LAVC
Reverse Transfer Budget Plan**

Budget Category	Recipient	Total Amount
Pilot Implementation Funding	LAMC	\$200,000
Pilot Implementation Funding	LAPC	\$200,000
Pilot Implementation Funding	LAVC	\$200,000
Outreach Efforts/Materials & Website Development	LAMC/LAPC/LAVC	\$150,000
8% Overhead/Fund Management	LAVC	\$80,000
Total		\$830,000

CSUN Reverse Transfer Budget Plan

Budget Category	Breakdown	Total Amount
High Stop Out” major faculty liaisons/course releases for advising and mentoring @LAVC/LAPC/LAMC: College of Engineering and Computer Science; College of Science and Math; College of Health and Human Development; College of Social and Behavioral Sciences	<i>2 semesters/1 course release/4 faculty @ CSUN replacement rate</i>	\$44,000
External Programmer for Admissions and Records for articulation issues, connection of PeopleSoft systems		\$10,000
Advisor Liaisons for six colleges (CECS, CAMC, CSM, CSBS, COH, CHHD) for remote work at LAVC/LAPC/LAMC for two years	<i>6 Advisor Liaisons @ \$4000 (\$1000 per term per advisor)</i>	\$24,000
Upper Division General Education Course at LAVC/LAMC/LAPC for Spring 2019	<i>Actual cost @ CSUN salary for Associate Professor Level</i>	\$22,000
Total		\$100,000

LA Compact Budget

The L.A. Compact, convened by UNITE-LA, will support the development and implementation of the L.A. Reverse Transfer Pilot by providing technical expertise, supporting convening functions, consulting with project partners, and exploring necessary policy changes to scale/replicate the project. Specifically, the Compact will provide support throughout each phase of the project as follows:

Phase I

- Assist with convening functions to help sustain momentum
- Continue research on best practices/connect with national experts
- Assist with development of memoranda of understanding
- Consult on development of project scope, transcript exchange, and degree audit processes
- Consult on development of student outreach materials

Phase II

- Document best practices/lessons learned from Phase I of implementation
- Disseminate findings to L.A. Compact partners/member institutions
- Disseminate findings and consult with other community college districts/universities

- Assist on development of pre-emptive consent model
- Continue research on best practices/connect with national experts

In addition, in order to facilitate the implementation of Reverse Transfer at scale and to replicate the project at other partner institutions, the Compact will help to compile recommendations for process improvement, assist in the development of a model to target freshman stop outs, and explore local and state policy changes needed to streamline the reverse transfer model.

Budget expenditures of \$70,000 over two years will include staff time, meeting expenses, local travel, and supplies/materials as follows:

Innovation Awards - Reverse Transfer Project Budget

Budget Category	Year 1	Year 2	Total Amount
Professional Staff	\$30,318	\$30,318	\$60,636
Meeting Expenses	\$500	\$500	\$1,000
Local Travel	\$500	\$500	\$1,000
Materials/Supplies	\$500	\$500	\$1,000
Indirect Costs (10%)	\$3,182	\$3,182	\$6,364
Total	\$35,000	\$35,000	\$70,000

4. *Fiscal Management*

LAVC’s Office of the Vice President of Administrative Services will be the recipient of the Award for Innovation in Higher Education. Per our standard institutional procedures, the Award will be managed by the Business and Budget Office, responsible for fiscal management of extramural funding (particularly public monies) under the direction of the Associate Vice President of Administrative Services. The Administrative Services division at LAVC supports the college’s educational mission by providing quality services that complement the instructional program. Administrative Services is responsible for business enterprises on campus including, but not limited to, dining services, bookstore, college cafe, vending services, business office, and community services. Administrative Services also serves as the grantee for federal, state and local funding for research and sponsored programs. The Associate Vice President of Administrative Services reports to the Vice President of the Division of Administrative Services. Annually, this division manages approximately \$24 million in external grants and contracts.

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