

GRADUATE SCHOOL OF EDUCATION



Fourth Annual Dale Tillery Summer Institute *for* COMMUNITY COLLEGE LEADERSHIP

August 4-6

Faculty Club

University of California, Berkeley

**The Transition from High School to Postsecondary Education:
"What's Wrong and What's Right about Our Transition-to-College Programs?"**

Program Agenda

Monday, August 4

- 9:00-9:15 **Welcome and Introductions**
Tribute to Dale Tillery & Overview of the Institute, **W. Norton Grubb**, David Gardner Chair in Higher Education
Importance of Issues on the Program, **Bernadine Chuck Fong**, President Emerita, Foothill College
- 9:15-10:30 **Plenary Session 1:**
(9:15-9:45) *Concepts and Practices for Improving Community College Preparation Signals to Secondary Students*
Community colleges are uniquely positioned as a link between high school and four-year institutions, but students do not always have a clear idea of what it takes to enroll, matriculate, and complete an educational program.
Mike Kirst, Professor Emeritus, Stanford University, co-editor, with Andrea Venezia, of *From High School to College: Improving Opportunities for Success in Postsecondary Education*.
(9:45-10:15) *An Overview of Policies and Practices That Help Students Transition Between High School and College*
Andrea Venezia, on her book, *Minding the Gap: Why Integrating High School with College Makes Sense and How to Do it*
(10:15-10:30) Q & A
- 10:30-10:45 BREAK
- 10:45-12:00 **Concurrent sessions: EARLY COLLEGE/MIDDLE COLLEGE HIGH SCHOOLS**
- 1) *Establishing an Early/Middle College High School on Your Campus: The Inside Scoop*
Detailed description of Harbor Teacher Prep Academy (recognized as a California Distinguished School), including its history, establishment, and policy and funding issues.
Linda Spink, President, Los Angeles Harbor College
 - 2) *Creating Opportunities for College for Underserved Youth: Middle College and INTERNATIONAL HIGH SCHOOLS AT LAGUARDIA COMMUNITY COLLEGE*
In 1974, Middle College High School was established on the campus of LaGuardia Community College to help students from underserved communities complete high school and earn an Associates degree. Given its success, this ground-breaking initiative was followed by the opening of International High School in 1985. The focus of this session will be LaGuardia's two early college high schools and also detail other college-school initiatives.
Laksmi A. Nor, Director of School-College Collaborations, La Guardia Community College, New York
 - 3) *Gateway to College: INSPIRING HIGH SCHOOL DROPOUTS TO COLLEGE SUCCESS*
Gateway to College is a dropout recovery model developed at Portland Community College that allows formerly unsuccessful students to finish their high school diploma in a community college setting while also earning significant college credit through dual enrollment. This model is now operating at 18 colleges in 12 states, working with 60 school districts.
Laurel Dukehart, Executive Director, Gateway to College National Network, Portland Community College

12:00-1:00 LUNCH

1:00-2:00 **Plenary Session 2: Dual Enrollment Programs**

What Do We Know About the Effectiveness of Dual Enrollment as a College Transition Strategy?

What do we know about how state policies encourage or place limits on dual enrollment, and the kinds of dual enrollment programs and practices that appear most promising? This session will provide an overview of the research on dual enrollment, as well as of California policy and practice. A particular focus will be on the promise of dual enrollment for disadvantaged students.

Kathy Hughes, Assistant Director for Work and Education Reform Research, Community College Research Center, Teachers College, Columbia University; and **Carol Flores**, Coordinator of Dual Enrollment, Santa Barbara City College

2:00-3:15 **Concurrent sessions: WORKING WITH HIGH SCHOOLS AND BEYOND**

1) *Postsecondary Preparation and Remediation: Examining the Effect of the Early Assessment Program at California State University*

This session explores the California Early Assessment Program (EAP), an intervention which provides California high school juniors with information about their academic readiness for college-level work at California State University campuses. We describe this unique program, developed by the California Department of Education, the State Board of Education, and California State University, and discuss empirical findings about how EAP affects students' college-going behavior and need for remediation in college.

Michal Kurlaender, Assistant Professor, School of Education, University of California, Davis; and **Jessica Howell**, Assistant Professor, Department of Economics, California State University, Sacramento
Joy Salvetti, Early Assessment Coordinator, California State University, Sacramento

2) *Bridges, Paths, Jams, and FIGs: Multiple Tactics to Ease the Transition from High School to College*

Pasadena City College's Teaching and Learning Center has taken a multi-pronged approach to helping students transition from high school to college. We offer several summer bridge models, including our award-winning "Practices with Promise" Math Jam, and innovative first-year experience course packages. Ongoing faculty inquiry and data-driven evaluation are hallmarks of our programs.

Lynn Wright, Co-director, Teaching and Learning Center, Pasadena City College

3) *TCC'S Passport to College Success: Cultivating Student Learning and Development*

This presentation traces the development and implementation of Tallahassee Community College's College Success Program from a number of different perspectives. The discussion will address outcomes, strategies, assessment, successes, challenges, and future plans. Topics include curriculum and textbook development, program consistency, developing strategic and independent learners, avoiding common pitfalls, successful implementation strategies, training and professional development and program evaluation.

Gayle Fisher, Professor, College Success, Tallahassee Community College

3:15-3:30 BREAK

3:30-5:00 **College team exercise: TAKING STOCK OF CURRENT COLLEGE PRACTICES**
(Grubb, Fong, and other facilitators)

Tuesday, August 5

8:30-9:15 **Plenary Session 3: Multi-pronged Outreach Efforts**

How to Build a Comprehensive Pre-College Program: Leave Very Little to Chance

An effective college-based pre-college program is not easy to do. An effective program needs to address at least the following: articulation of mission and goals, identification of target populations, development of appropriate activities, school linkages, professional and curriculum development, eligibility criteria, recruitment, assessment placement, definitions of success, data collection, research and evaluation, budgets and funding. This session will review what CUNY has done over the last eight years as it has attempted to do all of that.

John Garvey, Dean of The Teacher Academy and Collaborative Programs, City University of New York

9:15-10:30 **Concurrent sessions: SUMMER BRIDGE PROGRAMS AND WHAT ELSE?**

1) *Digital Bridge*. The Digital Bridge Academy (DBA) is an innovative program begun in the spring of 2002 at Cabrillo College's Watsonville Center. The DBA is designed to inspire and support under-prepared and at-risk young adults in their quest for academic achievement, and to teach the skills needed for success in today's knowledge-intensive workplace.

Diego Navarro, Founder and Director, Digital Bridge Academy, Cabrillo College

2) *Summer Bridge Program: Helping Students Successfully Transition to College*

Mt. San Antonio College's Summer Bridge Program helps students successfully transition from high school to college. Summer Bridge Program targets first generation and academically underprepared students who participate in a learning community with an emphasis on math and English.

Students enroll in linked or clustered classes and receive counseling support, tutoring, and faculty and peer mentoring. The summer program has grown from 96 students to 350 and has been effective in the retention and success of at-risk students.

Audrey Yamagata-Noji, Vice-President, Student Services, Mt. San Antonio College

3) *The K-16 Bridge Program*

Victor Valley's unique K-16 Bridge Program has the endorsement of the California Community Colleges Chancellor's office and is currently being considered for adoption by community colleges throughout California, Texas and Maryland. This innovative program makes secondary schools partners with regional community colleges in training and transitioning students to a post-secondary institution. The program has grown from two high schools and 650 students to over 22 high schools and 10,000 students. This fall the program will expand from 11th-12th to a 9th-12th grade program with over 20,000 students, and a 4th-8th grade program that will be field tested by over 10,000 students. The program is run by a non-profit organization that utilizes elementary, secondary and college teachers, counselors and administrators in the construction, training and support of the program.

Chris Piercy, Founder and Director, K-16 Bridge Program, Victor Valley College

10:30-10:45 BREAK

10:45-12:00 **Concurrent sessions: FIRST-YEAR EXPERIENCE AND COLLEGE TRANSITION PROGRAM AND EVALUATION**

1) *Tacoma Community College: Setting up a Successful First-Year Experience Program*

Extending outreach into an engaging first-year experience involves looking beyond the welcome experience for ways to strengthen linkages across the entire first year. Linkages include those between matriculation, advising, student success support systems, and progression tracking systems. With an Advisor Dashboard, Tacoma is creating a comprehensive picture of the first-year student to help advisors build strong relationships with their advisees and support strategic interventions.

April Reid, Dean for Counseling, Advising and Transition Services; **Dolores Haugen**, Director of Enrollment Services; **Val Robertson**, Dean for Student Development and Success; and **Dave Pelkey**, Dean for Student Life and International Student Services, Tacoma Community College

2) *How Student Success Courses Help Community College Students Succeed*

This session will present findings from longitudinal quantitative and qualitative studies indicating that student success courses can help community college students get on a path toward success in college. A college counselor will discuss how he and his colleagues have customized these courses on his campus for maximum effect.

Davis Jenkins, Senior Research Associate, Community College Research Center, Teachers College, Columbia University; and **James Mendoza**, Chair, Department of Counseling, Tacoma Community College

3) *Effective Practices for High School to College Transitions: A Review of the Literature*

The presenters will summarize research-based effective practices recently examined in an extensive review of literature commissioned in connection with the Basic Skills Initiative (BSI) for California Community Colleges. Implications for community college practitioners will be included in the presentation.

Laura Hope, Professor and Success Center Coordinator, Chaffey College; and **Debbie Boroch**, Interim Dean of Instruction, Mt. San Antonio College

- 12:00-1:00 LUNCH
- 1:00-2:30 **College team planning: SELECTING APPROACHES TO THE TRANSITION PROBLEM**
- 2:30-3:45 **Concurrent sessions: ADDRESSING THE NEEDS OF THE MOST UNDER-SERVED GROUPS**
- 1) **Umoja.** The Umoja Community is a statewide movement aimed at the success and retention of African American students.. We will briefly present the Umoja Community educational philosophy, particularly our emphasis on being intentional and deliberate. We will focus in detail on pedagogy and practices, particularly in the classroom, which engage our students as co-constructors of knowledge and learning. We will pay particular attention to thematics, classroom environment, practitioner relationship to students, relevance and metacognition.
Tom deWit, Professor of English, Daraja Program English Instructor, Chabot College; and **Matthew Powell**, History Professor, Ujima Program History Instructor, Diablo Valley College
 - 2) **Not All Engineers Drive Trains: The MESA Community College Model and Baccalaureate Success in STEM Fields**
As the entry point to postsecondary education for the majority of students of color, the community college can be the make or break years for student success. For nearly 20 years the MESA program has assisted community college students from groups underrepresented in STEM fields to make the adjustment to college and transition successfully to undergraduate programs. Over 90% of MESA transfer students matriculate in a STEM field and the first-year retention rate at the university is also over 90%. Program philosophy, structure, and implementation will be discussed.
Oscar Porter, Executive Director, Mathematics, Engineering, Science Achievement (MESA), University of California Office of the President
 - 3) **Building a Better Bridge: Helping Young Adults Enter and Succeed in College**
The New York City Partnership for College Access and Success is a collaboration among the Youth Development Institute, the Cypress Hills Local Development Corporation, and The New York City College of Technology of CUNY. The Partnership supports young people who are overage, under-credited, or have dropped out of high school as they enter and complete college. The project's successes have provided useful lessons with implications that reach far beyond the current population and can be applied to a significant majority of all youth who enter college. Successes, challenges, and lessons learned from the initial years of the Partnership's operation will be discussed. Practice and policy challenges will also be explored.
Vivian Vazquez, Director, Community Education Pathways to Success, the Youth Development Institute, and the New York City Partnership for College Access and Success
- 3:45-4:00 BREAK
- 4:00-5:00 **College team planning: Diagnosing and Addressing the Special Needs of Low-income and Racial Minority Students**

Wednesday, August 6

- 8:30-9:30 **Final Session: EVALUATION AND ASSESSMENT**
- 1) **Cost – Benefit Analysis of Support and Transition Programs**
The most common reason cited for not scaling boutique or pilot programs such as learning communities, supplemental instruction, and service learning is the perceived cost of these programs to the college. This session will describe a new way of thinking about these programs, and how up-front investment of resources may significantly pay off downstream when the programs work and produce increased student success and persistence. A real-world and real-time demonstration of the cost-revenue model will assure an interactive, lively session.
Rob Johnstone, Dean of Planning, Research and Institutional Effectiveness, Skyline College
 - 2) **Evaluating Concurrent Enrollment Programs**
This presentation will explain how dual enrollment programs can examine their effectiveness. It will discuss different types of research, including program description, analysis of program quality, and analysis of student outcomes; the types of data necessary for each type of research; and the importance of goal setting in conducting research. The session will provide real-world examples in order to help participants begin to develop their own evaluation plans.
Melinda Mechur Karp, Senior Research Associate, Community College Research Center, Teachers College, Columbia University

3) *Tracing Student Progression to Accelerate Educational Success*

This session will present a research-based guide that community college educators can use to track student progress over time and identify opportunities for increasing momentum toward successful outcomes.

Davis Jenkins, Senior Research Associate, Community College Research Center, Teachers College, Columbia

9:30-9:45	BREAK
9:45-11:00	Final Team Planning
11:00-12:30	Presentation of Team Reports
12:30-2:00	LUNCH and Presentations from Last Year's Tillery Award Winners
2:00-3:00	Tillery Lecture
3:00-4:00	Wine and Dessert Reception