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Abstract:

UC Berkeley Summer Sessions and Center for Educational Partnerships, in collaboration with De Anza College and the Peralta Community College District, is easing transfer across the state's education system through our Pathways To Four-Year Universities program. This program, aimed at low-income, first generation students, utilizes a multi-faceted, comprehensive approach including: quality academic preparation; high expectations and expert advising; strategies for decreasing the time to transfer; and support to ensure a successful transition to four year institutions. This inclusive set of best practices ultimately leads to decreasing the time to degree for participating students.

Utilizing Berkeley's strong track record working with students seeking to continue their education at a four-year institution, we built upon our experience to repackage these strengths in order to better reach students and clarify the available avenues of support. To that end, the program expanded its intensive student advising, created partner co-marketing and co-branding structures, highlighted Berkeley summer course enrollment opportunities, and developed unique financial aid agreements between Berkeley and the partner institutions.

In addition, Berkeley has increasingly utilized the enhanced Transcript Evaluation Service and its partnership with Berkeley City College/Persist to College to pilot strategies for intervening with high school students. These interventions are meant to ensure they are on a pathway to success in college and career and enable more precise assessment of their high school course-taking patterns and outcomes to improve community college course placement and potentially decrease time to degree.

"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 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."

A handwritten signature in black ink, appearing to read "Nicholas B. Dirks".

Nicholas B. Dirks, Chancellor

Context #1- Institutional Goals

UC Berkeley's Summer Sessions and Center for Educational Partnerships, in collaboration with local community colleges, are easing transfer across the state's education system through our Pathways To Four-Year Universities program. This program, aimed at low-income, first generation students, utilizes a multi-faceted, comprehensive approach including: quality academic preparation; high expectations and expert advising; strategies for decreasing the time to transfer; and support to ensure a successful transition to four-year institutions. This comprehensive set of best practices ultimately leads to decreasing the time to degree for participating students, a priority for UC Berkeley.

Berkeley has many more highly qualified applicants for transfer than we can accommodate, and the challenge is to attract and prepare a diverse group of competitive candidates throughout the K-16 pipeline that mirror the student population of California public school graduates. This challenge has only grown as transfer admission has become more competitive.

At the highest level of the University, the goal is to develop strategies and programs, from high school to community college, that will appeal to and enable competitive students facing barriers to postsecondary education to transfer and succeed at four-year institutions.

In a recent statement, Chancellor Dirks reiterates Berkeley's commitment to transfer students:

While Berkeley is already a national leader in terms of the socioeconomic diversity of our student body and support for transfer students, that does not mean we are satisfied with the status quo. Expanding access to the unrivaled benefits and opportunities inherent in a high-quality college education is an indivisible element of our public mission, and we are fully committed to supporting this important initiative.

While Berkeley always provided information and outreach at high schools and community colleges, over the past 15 years the Center for Educational Partnerships (CEP) has prioritized reducing these barriers. Through the development of the Transfer Alliance Project (TAP), CEP specifically focuses on providing intensive advising and counseling to targeted students interested in transfer to Berkeley. The goal is to promote awareness, increase the flow of information, raise expectations and provide academic support. Summer Sessions partners with CEP in this endeavor and plays a significant role in helping community college students by providing opportunities to take a rich array of courses and have a four-year college experience. In addition, CEP has increasingly utilized the Transcript Evaluation Service (TES) and its partnership with Berkeley City College (BCC) to pilot strategies for intervening with high school students to ensure they are on a path to success in college and career. TES is a service that electronically analyzes transcript data and enables more precise assessment of students' high school course-taking patterns and outcomes to improve their community college course placement and potentially decrease their time to degree.

Context #2- Statistical Profile of Students Served

The following table displays ethnicity and gender of students enrolled for Fall 2014 at UC Berkeley and for Fall 2013 at Berkeley City College, De Anza Community College and the Peralta Community College District.

UNIVERSITY OF CALIFORNIA BERKELEY (UCB)					BERKELEY CITY COLLEGE (BCC)		PERALTA COMMUNITY COLLEGE DISTRICT		DE ANZA COMMUNITY COLLEGE (DCC)	
ETHNICITY										
American Indian or Alaska Native	Female	115	195	0.72%	19	0.27%	90	0.27%	118	0.50%
	Male	80								
Asian	Female	5,487	10,497	38.70%	1,300	18.30%	7,787	23.63%	10,410	44.44%
	Male	5,010								
Black or African American	Female	530	895	3.30%	1,352	19.03%	8,217	24.94%	1,011	4.32%
	Male	365								
Hispanic or Latino	Female	2,123	3,655	13.47%	1,110	15.63%	4,957	15.04%	5,702	24.34%
	Male	1,532								
Native Hawaiian or other Pacific Islander	Female	24	53	0.20%	23	0.32%	166	0.50%	155	0.66%
	Male	29								
White	Female	3,601	7,209	26.58%	1,856	26.13%	6,019	18.27%	5,229	22.32%
	Male	3,608								
Some other race	Female	1,773	3,659	13.49%	26	0.37%	98	0.30%	0	0.00%
	Male	1,886								
Decline to State/Unknown	Female	482	963	3.55%	363	5.11%	1,761	5.34%	802	3.42%
	Male	481								
More than one race			N/A		1,054	14.84%	3,857	11.71%	0	0.00%
GENDER	Female		14,135	52.11%	3,756	52.88%	17,592	53.39%	11,278	48.14%
	Male		12,991	47.89%	3,043	42.84%	13,657	41.45%	12,011	51.27%
	Unknown		N/A		304	4.28%	1,703	5.17%	138	.59%
TOTAL ENROLLMENT			27,126	100%	7,103	100%	32,952	100%	23,427	100%
PELL RECIPIENTS			9,176	33.88%	1,610	22.67%	9,186	27.88%	5,062	21.60%
STUDENTS WITH DISABILITIES			1,759	6.48%	249	3.51%	1,215	3.69%	1,600	6.83%
VETERANS			250	0.92%	24	0.34%	176	0.53%	359	1.53%
CURRENT OR FORMER FOSTER YOUTH			41	0.15%	67	0.94%	427	1.30%	151	0.64%

It is important to note that transfer students are more likely to be from low-income circumstances, first in their family to attend college and/or underrepresented in higher education. Of the new UCB transfer students responding to the 2013 Survey of New Students, 58% reported that their annual household income was less than \$50,000, compared to 32% of new freshmen; 46% of new transfer students reported that neither of their parents has a 4-year college degree (earned either in or outside of the United States), compared to 27% of new

freshmen students. Among students entering in Fall 2013, 20.3% of Transfers compared to 14.6% of Freshmen are from ethnic groups that are underrepresented in higher education.

K-12 context: The high school communities served by the Pathways partner community colleges that also subscribe to the Transcript Evaluation Service (TES) are schools with predominantly low-income, first generation students of color. For example, 44% are Latino; 16% are African American; 57% are eligible for Free/Reduced lunch; and 16% are English Language Learners. Additionally, some schools (e.g. Berkeley HS) have a highly bifurcated population of students with large achievement and opportunity gaps, where the school overall appears to be doing well, but has large numbers of students (generally low-income students of color) not succeeding.

Barriers to Success and Mitigating Policies and Practices:

Numerous factors impede students' ability to successfully transition to community college and ultimately graduate from four-year institutions. These obstacles include: lack of understanding about options and choices in higher education; low expectations conveyed to students by some K-12 and community college counselors and teachers; challenges accessing resources available to them on college campuses; inadequate academic preparation and support; insufficient transfer advising; high cost of attendance and a lack of awareness about financial aid and scholarship opportunities; and competing responsibilities of school, work and family. Many of these factors can be mitigated by instituting changes to policies and practices. In particular, broader implementation of proven best practices in transfer advising and new collaborative financial aid agreements are especially do-able. Additionally, providing opportunities to start preparation in high school by taking community college classes, using TES data to identify course sequences that will accelerate transfer preparation, and completing classes through UCB Summer Sessions, as well as co-branding and a shared promotion between UC and selected CA community colleges will strengthen and increase the opportunities for students to transfer and earn bachelor's degrees.

The barriers discussed above disproportionately impact low-income students because they are more likely to come from high schools with poor records of providing effective college preparation, are placed overwhelmingly in remedial college course and more likely have outside obligations such as work and family. Research shows that much higher than average numbers of African American, Chicano/Latino and low-income students are required to take remedial coursework when they enroll in two-year colleges. Numerous studies also discuss the fact that first-generation students are more likely to come from minority backgrounds, have a disability, be non-native English speakers, immigrants, single parents, or financially independent from their parents, as well as have lower levels of academic preparation and frequently need to be employed to help pay for educational and living expenses. While many of the strategies discussed in this application will benefit the general population of prospective transfer students, our focus will be on engaging and serving those who are underrepresented in higher education, including low-income and first-generation students, as well as veterans, foster youth and students with disabilities.

Innovations #3- Prior to January 2014

Prior to 2014, CEP and Summer Sessions forged a rich collaboration to enable community college students to transition successfully to Berkeley while providing opportunities for taking Berkeley classes and experiencing the campus community. This work relied upon the highly successful advising model developed by CEP's Transfer Alliance Project (TAP) that helped students use Summer Sessions opportunities to their best advantage in the transfer process.

UC Berkeley's TAP program, upon which much of this work is based, is a cohort academic development, advising, and enrichment program serving more than 1,000 underserved students at 36 community colleges across California. TAP participants receive support services designed to facilitate their transfer to the University of California and other degree-granting institutions. Many important lessons have been learned over the past fifteen years that TAP believes serve to increase the number of bachelor's degrees awarded and ease transfer, but found the following to be particularly valuable:

- **Utilize a cohort, case-management, transfer model.** Students are monitored, evaluated, and advised one-on-one, semester-by-semester, regarding transfer progress.
- **Incorporate a transfer model, which is a sustained intervention program.** Students are engaged in TAP services and work with a dedicated TAP Coordinator throughout their community college enrollment prior to transfer.
- **Create a transfer model that is results-driven, as opposed to being process-driven.** Systems and practices are intentionally developed, implemented, and revised based upon their impact and effectiveness at enhancing successful transfer.
- **Design a transfer model that embraces staff perseverance and an unwavering commitment to transfer success.** Each student's goal of earning a bachelor's degree is the focus of TAP's work, including a commitment to do whatever is necessary and appropriate on behalf of each student to promote and enhance transfer success.

The impact of TAP's policies and practices is significant and compelling. Over the last three years, 941 TAP applicants applied to UC to earn a bachelor's degree, the vast majority were admitted to a UC, and 82% (767) were admitted to UC Berkeley (vs. an overall UCB transfer admit rate of 24%). Of the 767 TAP students admitted to UCB, 88% (679) enrolled at Berkeley to earn a bachelor's degree. **Appendix B, Page 1** provides a comparison of TAP transfer outcomes and overall transfer outcomes for students from Pathways partner community colleges using an evaluation methodology referred to as "transfer velocity" explained in **Appendix B, Page 2**. Comparisons are also disaggregated by ethnicity.

Another key insight learned through TAP's detailed level of advising is that even among students who are ultimately successful in transferring to a highly selective 4-year institution, many were required to take a significant amount of non-transferrable coursework during their early years at community college, and not surprisingly there is a major impact on time-to-transfer. (See **Appendix B, Page 3** for an analysis of time-to-transfer for a sample of TAP students who transferred from Pathways partner community colleges to Berkeley in 2014.)

Summer Sessions prior to 2014, in collaboration with CEP, created options and opportunities for students to use their summers in a way that provided the most effective educational experiences for affirming college attendance, transfer and graduation in a timely manner. Through TAP and the Early Academic Outreach Program (EAOP), Summer Sessions assisted in the initial establishment of opportunities for targeted advising and cohort academic experiences in the summer for both high school and community college students. These students gained access to Berkeley academics and resources, as well as the sense of community that comes with enrollment at a four-year institution. Out of this foundational programming, Summer Sessions and CEP leveraged their existing partnership and programs in order to advance and expand these approaches more rapidly without a duplication of efforts. These strategies and relationships became the precursors to our Pathways To Four-Year Universities program and its goals.

Transfer Evaluation Services (TES): From 2004-2014, the Transcript Evaluation Service (TES) worked with a small set of high schools to analyze transcripts for all students in grades 9-12 to assess course taking patterns and grades, highlighting their progress toward meeting entrance requirements for UC and CSU (“a-g”). Over ten years, TES evolved into a productivity tool for all phases of college advising. TES analysis was used to assess postsecondary preparation, access and success; inform students, their families and schools of “a-g” progress and patterns and support data driven school planning. A recent study by MPR Associates found schools utilizing TES for two consecutive years experienced an average increase in CSU and UC eligibility at 21% and 16% respectively. This year marked the beginning of major enhancements to modernize TES into a sustainable data tool accessible to all California public high schools and that more effectively supports course placement for community college-bound students.

Berkeley City College/Persist to College: Students who have the opportunity to take college courses while in high school are more likely to attend college and continue towards bachelor’s degree attainment (Berger, A., January 2014, American Institute for Research). BCC has always provided high school students with concurrent enrollment opportunities. Unfortunately, such enrollment requires students to navigate many layers of approval in addition to the completion of the application and several additional forms. This process typically hinders students who do not have access to an informed person that can assist them and often results in a lost opportunity. In order to provide equitable access to concurrent enrollment, BCC recognized the need to support students through the entire process from the identification of courses and enrollment to support in the classroom. This led to the creation of the Persist to College program, which provides high school students with intensive advising and opportunities to take transferable community college courses (Persist is described in greater detail in Question 4).

By further integrating, expanding, and leveraging successful strategies developed by CEP/TAP and Summer Sessions and more effectively using TES and the BCC/Persist to College pilot, we are developing a seamless movement of students from HS to CC to four-year institutions. (See **Appendix B** for additional information.)

Innovations #4- Since January 2014

Pathways to Four-Year Universities Innovation:

In the past year, Berkeley Summer Sessions, CEP and a consortium of community colleges strengthened their partnership to reduce the steep hurdles continuing to keep many talented underserved students from successfully completing a four-year degree. The Pathways to Four-Year Universities program, a NAASS Creative and Innovative Award recipient, provides a way to integrate and highlight key modes of support available to all transfer-seeking students, particularly low-income, first generation students. Seeking to expand our efforts, UC Berkeley now has agreements with the Peralta Community College District, including Berkeley City College, College of Alameda, Laney College, and Merritt College, as well as De Anza College.

The new Pathways initiative enhances and expands pre-existing best practices established by Berkeley's CEP, including: the Transfer Alliance Project (TAP); analyzing course-taking patterns and academic challenges through the Transcript Evaluation Service (TES) data; and raising the bar for high school students by enrolling them in community college classes (see also **Appendix C**). Packaging these services and implementing them simultaneously enables these best practices to be all the more successful. One of the most essential goals of the Pathways program is its streamlining and clarifying of processes and communication across partner institutions to ensure students receive the most accurate information available with regard to the transfer process, the required coursework, and the tools and resources created for the benefit of students seeking transfer. The program strengthens and expands access to UC Berkeley's current work in this capacity through CEP, who has long provided advising, tools, and resource guidance to this population of students.

Utilizing Berkeley's strong track record of working with students seeking to continue their education at four-year institutions, we aimed to build upon this work and repackage these strengths to better reach students and clarify the avenues of support. One of our greatest challenges is engaging transfer-seeking students and raising awareness of the resources available as they develop their admission profile for transfer. To that end, this work focuses on four key aspects (identified in the chart below) to better meet their needs:



Partnership Co-marketing Structure

Through Pathways, UC Berkeley created the first ever co-marketing structure between a University of California campus and local community colleges, strengthening and further legitimizing available services and support to students seeking transfer through co-branding and shared promotion. The lending of UC Berkeley's name and brand, licenses to use each other's trademarks, joint recruiting, and leveraging web-based tools foster increased awareness that UC is a viable option for students who may not even consider such a possibility. Many students don't know or understand that they are eligible for UC and competitive for admission. From this co-marketing structure developed as a part of Pathways, transfer-seeking students are provided with joint resources that highlight the relationship between their current community college and a UC campus. This co-marketing innovation breaks down the barriers between the systems of higher education, creating more opportunities for students to persist towards completion of their degree.

The shared branding provided through Pathways establishes this visible connection between partner community colleges and the Berkeley campus so it can be presented in multiple spaces, including individual websites, brochures, videos, and program-related collateral. This serves to elevate the open and available transfer pathways, including resources and services, to a greater number of community college students. This awareness acts as a powerful motivator for students as they see a partnership that links their current reality with their potential future, whether that be transfer to a UC or another four-year institution. While transfer specifically to Berkeley is not guaranteed, this shared marketing underscores the Pathways partners' support of the transfer student population as they seek opportunities to complete their degree.

Financial Aid Consortium Agreements

Recognizing that financial concerns are a major barrier for many transfer-seeking students, the Pathways program focuses on strategic ways to provide much needed financial support. As a first step, Berkeley developed a first of its kind financial aid agreement for the purpose of furthering the academic credentials of community college students. Inspired by consortium agreements Berkeley has with outside institutions to facilitate student aid for study abroad, this model also proved to be appropriate for establishing similar agreements with California community colleges and aid exchange in that context. The agreements, signed with both the Peralta Community College District and De Anza College, created a means for eligible community college students to use their federal and residual aid to take a summer course on the Berkeley campus.

This arrangement helps to minimize the costs of taking a UC course, which can be prohibitively expensive for many transfer-seeking students. By facilitating access to this exchange of aid, community college students are able to continue to progress in their coursework. Students can take courses that are either full or unavailable at their home institution as they prepare for transfer, while also benefiting from the opportunity to have a four-year college experience. This experience of taking a course at UC Berkeley, not only enhances their transfer application, it

provides a way for eligible students to feel firsthand what it means to be student at a four-year institution. All campus resources are made available to these students during their enrollment in the course, further enabling them to gain valuable insight with regard to navigating a UC campus. The Pathways program enables this unique financial aid arrangement, providing a context in which community college students can take key courses to increase transfer options and speed up their “time to degree.”

Expanded Student Advising

One of the most essential components of Pathways is its focus on expanded opportunities for students to receive quality intensive advising. This allows for increased expert communication about the transfer process, policies and requirements, and information about the support available to students on community college campuses. With resource support from Berkeley Summer Sessions, the Center for Educational Partnerships (CEP) expanded their advising capacity at partner community colleges by adding additional personnel focused on working with transfer-seeking students. With more personnel available, partner campuses benefited from expanded advising hours, which allowed more students to receive targeted transfer advising from expert CEP Transfer Coordinators. The advisers also report the ability to see students on a more frequent basis (often weekly), leading to a more integrated guidance process for students. This support functions as a continuation of efforts through Berkeley City College’s Persist to College (BCC/PC) program, which provides targeted and intensive advising to high school students in preparation for college, and the Transcript Evaluation Services (TES) data tool available to assist advising in California public schools.

Pathways is committed to increasing the availability of expert advising for all prospective transfer students. We are prioritizing the expansion of the number of students enrolled in an Intensive Advising Cohort that is based on the model developed by the Transfer Alliance Project (TAP). The Intensive Advising Cohort is open to students from low-income and first-generation backgrounds and to those who are underrepresented in higher education including veterans, current and former foster youth and students with disabilities. Highly trained Transfer Coordinators are able to identify and support students so that resources of the community college are fully integrated with the requirements of four-year institutions, creating an educational program that maximizes students’ options. Additionally, the model provides STEM tutoring opportunities for critical major requirements (e.g. Calculus, Chemistry 1A, Biology 1A, Physics, and Organic Chemistry), which help students develop their academic preparation for succeeding after transfer. Pathways was envisioned as a means to provide distinct ways for students to gain access to information, advising and coursework that supports their application to transfer. Through the availability of expanded advising, Pathways creates and grows stronger connections between experts in the UC transfer process and highly admissible community college students.

Berkeley Summer Course Enrollment

Through the Pathways program, we developed a mechanism for highlighting a transfer-seeking student's option to enroll in coursework at a four-year institution. This provides a powerful way for this student population to gain valuable experience at a four-year institution and insight into what it will be like for them as they continue their degree. This is an expansion of similar opportunities open to high school students through the Persist to College program (described below) and their option of concurrent enrollment at community colleges. Additionally, a student's choice to take a Berkeley summer course can serve to enhance their record by providing a way for them to demonstrate success in the UC academic environment or complete a requirement unavailable at their community college.

With the assistance of the financial aid agreement, the Pathways program offers a carefully developed menu of courses recommended by the program's expert CEP advisers in order for students to continue to make progress toward completing their coursework for transfer. Key prerequisites or gateway courses to many majors are available through Berkeley Summer Sessions and the Pathways program is a highly visible way for students to be made aware of the options open to them. This innovative program is able to streamline guidance and information around this academic opportunity to ensure students have the appropriate foundation to be successful in Berkeley coursework, as well as support students' goal of transfer to a four-year institution. Also, once students are determined to have the appropriate academic foundation to be prepared for a Berkeley course, they are connected with a financial aid adviser at their community college to discuss available financial aid options. This ensures the student is both academically and financially ready for a Berkeley campus experience.

The ability of students to take transferable academic course work through Berkeley Summer Sessions speeds up a student's accumulation of transferable credit and helps the community college student become more acclimated to a four-year institution. Students are not just taking a course to fulfill credits, but, through the intensive advising available through Pathways, are also taking classes that will improve their portfolio for admission to Berkeley and other four-year institutions.

Through these new and proven strategies that the Pathways program weaves together, students are able to strengthen their applications for admission to four-year institutions, receive expert guidance, gain awareness of options and opportunities, and, where eligible, access financial aid to take Berkeley Summer Sessions courses. The program breaks down those silos that exist between our various college systems and provides an opportunity for institutions to work together in ways that benefit students immensely. The institutions participating in this program exist to serve and support the educational goals of students. Pathways to Four-Year Universities helps bridge the gaps between institutions so these very capable, underserved students can successfully make the transition necessary to complete their degree and meet their educational goals.

Transcript Evaluation Services (TES) Innovation:

January 2014 marked the beginning of major enhancements to modernize the Transcript Evaluation Services (TES) system into a sustainable data tool that more effectively supports course placement for community college-bound students, and is made accessible to all California public high schools and middle schools. The enhanced system will expedite data transfer by providing participating schools with the option to upload data manually or by connecting their local information system directly to TES. With this revised process, updates to course lists and/or students' academic records will automatically initiate a new transcript evaluation, ensuring educators, students, and their advocates have the most up-to-date information on the student's academic progress. Since the inception of TES, the University of California has documented numerous effective practices for implementing the system that have positively altered the culture of data use at schools and in academic preparation and college going rates of students. For example, TES student rosters allow educators to identify large groups of students that are only one or two courses away from satisfying CSU/UC eligibility requirements.

The power of TES lies in both the expansive ways in which data is relayed, as well as how end users interpret the outcomes as calls to action. Data from TES enables educators to identify high performing students and those that require additional support. The system also helps to ensure early assessment for students who may be best served through the community college transfer pathway. This early assessment allows schools and academic preparation programs to connect students to services and programs (e.g. BCC/Persist to College) that prepare them academically and support their pathway to transfer, ultimately reducing the need for academic remediation at the community college.

TES supports educators' efforts to decrease time to degree and student loan debt. TES data is also a useful resource to identify academically advanced students who can benefit from dual enrollment opportunities that satisfy high school and college general education requirements simultaneously. Additionally, the system's data can help identify students from specific demographic backgrounds that excel in certain subject areas to connect them to scholarship opportunities.

Berkeley City College/Persist to College (BCC/PC) Innovation:

This fall, BCC piloted the Persist to College program with their local school district (Berkeley Unified School District) to address the need to provide students with more information about college, as well as better access to concurrent enrollment opportunities. The program's goal is to provide students with an opportunity to access concurrent enrollment through a cohort model focused on building self-efficacy, specifically providing students with information, college preparation, and opportunities for learning time-management skills. A counselor that is shared between BCC and Berkeley High School supports the students and is able to provide student assistance to complete the concurrent enrollment process. In the future, the counselor will also provide students with support in the transition from high school to college.

Last spring, information sessions were provided at each of the Berkeley schools as part of program recruitment efforts. Students who voiced interest in the opportunity completed applications and attended follow-up sessions to move forward. In addition, students were referred directly by high school counselors at each site. The majority of the students in the program plan to attend community college, particularly Berkeley City College, after graduating from high school. The Persist program allows these students to take advantage of the opportunity to get a head start on completing college units toward their academic goals while also gaining credits for high school graduation requirements. Some of the initial results (listed below) look very promising.

1. Students are prepared for college-level transferable classes:
Of the 13 students in the program, 77% are now eligible to take English IA (UC transferable English) after one semester of English 204A--the pre-transfer English Class
2. Students are succeeding in their academics overall:
100% of the students have a first quarter HS GPA over 3.0; from only 31% of those students having a GPA of 3.0 or above previously.

Innovations #5- After January 2015

Pathways:

As we look to the future, the goal is to expand and strengthen all the elements brought together to create the Pathways to Four-Year Universities program. There are already plans underway to increase the availability of expert advising, counseling and tutoring through the expansion of CEP's personnel as the program establishes new partnerships with other community college campuses in California. Our efforts are focused on intensifying the marketing and co-branding between partner campuses to ensure that community college students are aware of the strong connections amongst the pathways institutions, helping to inspire them to have high expectations for their educational plan to transfer successfully and complete their degrees. The Pathways program is committed to fortifying the financial aid opportunities available to eligible students, guaranteeing that no students are left without access to the courses they need to advance in their academics, including the option of an academic experience at a four-year institution.

In pursuing the expansion of the program over the next year, Pathways will be adding community college partners in southern California, specifically East Los Angeles College and Pasadena City College, as well as Foothill College and Ohlone College in the Bay Area. This will mean two complete districts, the Peralta Community College District and the Foothill-De Anza Community College District, will partner with Berkeley through Pathways to highlight available resources and support to larger numbers of transfer-seeking students. Additionally, Berkeley is seeking to expand the program and its partnerships to other four-year institutions over the next few years, beginning with UC Davis, UC Merced, and UC Santa Cruz.

Beyond this natural expansion of the program, the marketing and co-branding strategies will be extended to better inform high school students of the multiple advantages of the community college transfer pathway and new opportunities for beginning studies at community college prior to high school graduation. We also plan to expand our course offerings using both traditional modes of delivery as well as all other forms of media to ensure community college students have the classes they need to progress towards successful transfer and graduation.

In addition, the UC Berkeley Academic Senate is seriously exploring a variety of strategies that could better integrate community college and four-year academic experiences for students, allowing them to spend more time on a UC campus without extending their "time to degree." Utilizing Summer Sessions as an all-important element, Pathways to Four-Year Universities is paving the way to examining other innovative approaches.

TES:

The University of California recognizes that educators adapt to changes and new systems differently. For that reason, the University is developing data formats that allow school and district information technology specialists to imbed the TES results into their preferred

information systems. Combining TES results with a variety of other student academic, attendance, behavioral and demographic information enables schools and researchers to identify strategies and interventions best suited to improve student outcomes. Beginning in fall 2015, the University will host regional coding events to provide time and space for technical experts to conceptualize and build mechanisms that empower their school colleagues by integrating TES data into their own information systems.

The University continues to identify opportunities to leverage partnerships with other educational institutions, researchers and philanthropic organizations to expand access to TES data through participation and integrating results into various information systems. Introducing these opportunities at regional engagement sessions and annual UC Counselor Conferences will allow schools, community colleges, programs, and other organizations to identify possible ways to access TES, support students and staff, evaluate local and regional initiatives, and leverage resources. During the TES expansion, the University will continue to highlight new and effective strategies for using TES data through an online sharing community and regular inquiries of participants. These models will be used to develop new training modules and sample formats and to build a library of resources accessible to all TES participants and the general public.

BCC/Persist to College:

Given the initial success seen in the pilot offering of the Persist to College program, Berkeley Community College (BCC) hopes to scale these efforts by working with the City of Berkeley 2020 project to increase the shared counselor's time to support concurrent enrollment processes for all students and to provide a central hub to collect and house data regarding students participating in concurrent enrollment, as well as their success and completion data. In addition, the shared counselor will provide additional recruitment support for concurrent enrollment opportunities and will help students better access BCC courses while still in high school. This new role will help to facilitate a smoother process as BCC works to refine policies and procedures to make the application and enrollment easier for high school students, especially those who do not have access to an informed person that can support them in completing the process and accessing this opportunity. BCC is also planning to expand the reach of the program by adding other partner East Bay high schools and districts.

There is already considerable interest among Bay Area educators in creating more opportunities for high school students to accelerate their preparation for college by engaging in college-level coursework prior to graduation. For students who lag behind, this approach is an enlightened alternative to time-consuming and often futile remediation efforts that discourage students from pursuing higher education. UC Berkeley and Berkeley City College are committed to working with other high schools and community colleges to develop similar collaborative efforts. An important potential vehicle for promoting expansion is the consortium of Bay Area educational institutions funded by the East Bay I-80/880 Career Pathways Trust.

See **Appendix D** for supplemental documents.

Innovations #6- Impact on Average Cost to Award a Bachelor's Degree

Factors that delay progress toward a Bachelor's degree and consequently increase the cost of awarding four-year degrees to transfer students begin as early as high school and often continue throughout community college and four-year institutions. Each additional semester of study not only increases the costs borne by students, the institutions and the state, but also significantly impacts the capacity of the institutions to enroll new students. Furthermore, the extended time to degree delays entry into the workforce and reduces students' contributions to the state's economy. The state pays to educate students rather than receiving tax dollars.

The estimated annual cost to the state for instruction plus Cal Grant for a student with a family income less than \$50,000 is \$6,648 at the Peralta Community Colleges and \$18,691 at UC Berkeley. UC's additional institutional costs for instruction are \$2,610. The average net cost of attendance for the student is \$8,464 at Peralta and \$15,974 at Berkeley. Based on College Board estimates, the student also loses approximately \$28,160 in annual wages while in college and \$44,260 each year that achievement of a bachelor's degree is delayed. Using standard tax calculations, the state loses approximately \$1,080 in tax revenue for each year the student is in college and \$2,348 for each year's delay in time to bachelor's degree.

Pathways, Persist to College and TES are aimed at reducing the need for remedial coursework, supporting better preparation for college-level work and ensuring well informed academic planning that reduces time to transfer and degree. To estimate levels of savings that might be realized by Pathways Advising Cohort students, we used the average six-year transfer rate for the five current community college partners (47%) and the average rate for TAP students who attended those colleges (73%) to project that an additional 218 students from the average cohort of 845 students would graduate within the six-year period. Even if time to transfer were reduced by only one year for 218 students, the magnitude of savings accrued both to the state (\$1,684,704) and to students (\$7,984,250) is astonishing. By completing transferrable English prior to graduation, Persist students reduce their time to transfer and accrue similar savings.

We are committed to implementing more extensive tracking mechanisms and regular analysis of both internal Berkeley and National Student Clearinghouse data in order to track actual outcomes. In the meantime, an analysis of a sample of TAP students who transferred to UC Berkeley from the Peralta community colleges in 2014 shows that time to transfer for students in this intensive advising model is actually much shorter than 6 years. Of the 34 students who transferred to Berkeley from Peralta, 68% transferred in 3 years, 85% in 4 years, and 100% in six years. By contrast, only 45% of all Peralta students transfer to a 4-year institution within six years and only 15% transfer within 3 years, 28% in 4 years and 39% in five years. Using the TAP sample we can project time-to-transfer rates for the Pathways Advising Cohort and see a potential for even greater savings over six years for both the state (\$2,141,156) and the students (\$15,492,975). See **Appendix E** for calculation details and assumptions.

It's important to point out that the cost of instruction savings for the state and the institution are hypothetical, since we would use any efficiencies created to in turn educate more students. However, the savings for students and the projected increases in tax revenues are real.

Innovations #7- Risks and Mitigation Strategies

One of the most problematic risks faced in seeking more data driven strategies to identify and support students most likely on a path to community college is to inadvertently contribute to tracking, one of the key practices we are trying to thwart. Counselors, faculty members and others often directly or indirectly provide messaging to students that they are not “four-year college material” or that they should not set their goals so high. If we are not careful about how we identify students who might benefit from the community college path in an effort to assist them in a positive transition, we may unintentionally affect their self-esteem or limit their options.

To limit this risk, it will be important to strengthen the present professional development work CEP performs with counselors and other educators about how to advise students in a manner that keeps options and opportunities open. Through its extensive work in high schools and community colleges, CEP’s highly trained staff models best practices and provides a variety of tools and materials to ensure students receive quality advising and counseling. This advising serves to encourage and nurture their aspirations and increases their motivation to succeed.

A second potential challenge is branding and marketing these opportunities to the community college students we are aiming to support. Often, low-income, first-generation students are more likely to feel intimidated by the institutions they attend and less likely to know how to access resources available as they pursue higher education. They may also see seeking help as a weakness rather than a strength. It is critical that we create targeted outreach strategies directed specifically to the students we seek to serve, keeping these challenges in mind. This is especially true in terms of the costs associated with enrollment at a four-year institution versus a community college and the need to raise student awareness of available financial assistance. In addition to making resources available (including raising scholarship funds), we need to disseminate this information to our target students and ensuring they can see all the manners of support open to them.

In this regard, it is important to model using support services throughout the K-16 pipeline and for students to understand that “high-achieving scholars” access services, such as Educational Opportunity Programs or student learning centers. If we are successful, students will make becoming familiar with a school’s support services a number one priority as they move through the educational pipeline. By engaging with students in this support, we help highlight the services and resources available and students can begin to become self-advocates for seeking out assistance at any institution they attend.

Another difficulty is that as we engage more and more students in these programs, some may not be as prepared for success in four-year or community college classes as others and could become discouraged, which could negatively impact their aspirations. Although we want to serve greater numbers of students, we need to make sure that we manage student expectations and provide support and intensive advising to maximize opportunities. Students

will then be able to effectively manage their academic progress whether it is from high school to community college or community college to four-year institutions.

It is also important that the Pathways and Persist to College programs develop strategies for providing academic support to students. These support mechanisms can be available through established tutoring and support programs on campuses and by creating opportunities for faculty, upperclassmen, and peers to be available to students who need additional help. These strategies have been successful with many highly demanding classes in the STEM field, but would be relevant in all core areas of the curriculum. Though such resources are generally available to all students when they enroll in a Berkeley summer course, it is essential that these campus resources are highlighted amongst Pathways participants and we grow their engagement in such support.

It is also necessary to balance the imperative to reduce time to transfer and time to degree with even more compelling issues of educational equity. We must ensure that students who are underrepresented in higher education not only gain access, but also have time and resources to take advantage of the full range of educational experiences (study abroad, undergraduate research, etc.) that are routinely enjoyed by students from more affluent and highly educated families or from groups well represented in post-secondary education. Programs like Pathways should serve to cultivate equity by utilizing the touch-points to raise awareness of the range of experiences available, assist students in planning for them, and support students in leveraging resources to make them happen.

Recognition of these barriers is what led us to increasing the high level of visibility and publicity and the co-branding of the programs and opportunities described above. The work to build our capacity and the ability of organizations we partner with at the community colleges such as MESA, Puente, and Umoja will provide a great deal of help in engaging the low-income, first-generation students we seek to serve. As long as we remain aware of these risks and vigilant in our mitigation efforts, these programs will be able to streamline and clarify the resources available to ease transfer for these talented underserved students.

Sustainability #8- Maintaining a Culture of Innovation and Adaptability

Leadership on access for underserved communities starts at the very top of the University of California and UC Berkeley. Both President Janet Napolitano and Chancellor Nicholas Dirks have expressed their desires, set goals, and provided resources to increase access to both UC and Berkeley (see **Appendix F**). Taking note of the vision from above, Richard Russo, the Dean of Summer Sessions, Study Abroad and Lifelong Learning at UC Berkeley, set out to build programming that will accomplish the goals of creating additional access for community college students to transfer to UC Berkeley or another four year institution.

Our process began by leveraging the existing relationship with the Associate Vice Chancellor of Enrollment Services, Dr. Anne DeLuca. In conversations with AVC DeLuca, it was discovered that nearly 25% of transfer applicants are deemed ineligible for review due to a missing requirement in their application. AVC DeLuca expressed frustration and disappointment at this figure because many applicants were excellent students and would be welcome additions to UC Berkeley, but were denied admission due to technical reasons. It was determined that either misinformation to students or lack of availability of appropriate courses at the California community colleges were the culprit for these unfortunate circumstances.

In the development of Pathways to Four-Year Universities, it was determined that advising was a key element in the program so that potential applicants would receive the correct guidance to ensure technically complete and competitive applications to UC Berkeley from more underserved students who would then be eligible for review. It was further concluded that even if a highly qualified student was not admitted to Berkeley due to space constraints, a complete application would increase the likelihood an applicant would be admitted to another UC campus or four year institution.

To ensure quality advising was provided to the California community college students, Dean Russo approached the Executive Director of CEP, Dr. Marsha Jaeger. An established relationship existed between CEP and Berkeley Summer Sessions through our collaborative programming with TAP and the Early Academic Outreach Program. Instead of Berkeley Summer Sessions recreating the competencies and expertise that already existed at CEP, Dean Russo and Executive Director Jaeger agreed to expand the reach of CEP's existing California community college advising to include all students interested in the Pathways program among the member institutions.

Other existing relationships among the leadership at the Peralta Community College District and De Anza College were also leveraged to establish the formal program among the different institutions. Dean Russo approached President Brian Murphy at De Anza and Vice Chancellor Jacob Ng at Peralta to create the pilot program and work out co-marketing and financial aid.

Making Berkeley Summer Sessions' courses available to California community college students to complete requirements not available at their campuses is also part of the strategy to prepare applicants to apply to UC Berkeley and other four-year institutions. However, the tuition at Berkeley could be a potential barrier of entry for low-income students and a strategy for

funding these courses was necessary. Therefore, the directors of financial aid at UC Berkeley, De Anza College, and the Peralta Community College District collaborated to create a new process where students from community colleges could be packaged for federal and residual financial aid based on costs for summer courses at Berkeley while complying with federal financial aid regulations—a true innovation and a first of its kind.

TES:

Institutional commitment from UC Provost Aimeé Dorr fully supports further development of strategies and interventions that improve schools' and programs' use of the unique college-preparation and course-completion data supplied by the University through TES to address and eliminate barriers to college preparation. School personnel, college-preparation program personnel and other agencies and stakeholders are integral to make sure that TES informs and drives well-crafted and thoughtful decisions regarding counseling, curriculum development, course scheduling, and intervention strategies to the broadest audiences. Engagement of all of partners will yield greater completion by underrepresented, English language learner, and rural students of college preparatory “a-g” requirements and increase their post-secondary enrollment.

Our hypothesis is that if all students—particularly those with high needs and those attending rural schools or low-sending community colleges—have access to authoritative information about their progress toward college eligibility, and school personnel can effectively integrate this information into their advising and course-planning activities, more students will be prepared for college despite barriers imposed by school budgets and the decline in school counselors. This hypothesis is grounded in research and practice that suggest: 1) knowledge about college (its requirements and costs) is the best predictor of whether a student will apply, enroll and complete; 2) students not on a college-preparatory track early in high school face significant barriers when attempting to make up for missing courses and content later in high school and face community college remediation; and 3) partnerships among stakeholders, including higher education, are the best means of identifying and eliminating barriers to higher education. Through TES, we can improve college preparation and college going in California.

BCC/Persist to College:

Program sustainability and assistance in scaling opportunities beyond Persist to College will be supported and refined by collaborative efforts happening at the city and regional levels. Since 2007, the City of Berkeley has led the work amongst different education entities within the city to build and create seamless educational experiences and eliminate the achievement gap for its students. Through these efforts, UC Berkeley has built a strong relationship with the school district, maximizing opportunities for shared faculty and counselors to help students' transition.

In addition, the region has received funds to support this level of alignment and working relationships through the Career Pathways Trust grant. This grant will help BCC build upon what it has learned to provide seamless opportunities to higher education in the Oakland, Emeryville and Albany school districts.

Sustainability #9- Strategies for Engaging Stakeholders

A strength of Pathways, TES, and BCC/Persist to College is the way each brings together and connects institutions, from high schools to community colleges to four-year institutions, in both dialogue and actions, to make the path to a degree more transparent and better supported. An important component is the nature of the agreements constructed at the highest levels of leadership that trickle down to actionable work on the part of advisers and administrators.

Pathways relies on yearly agreements established between Berkeley and each partner institution (see **Appendix G**). This allows for clarity and flexibility and provides room for the evaluation of efforts by both partners. This cycle also serves to ensure the continued engagement of stakeholders and responsiveness based on student needs and feedback. For example, after this initial pilot summer, it is clear we need to revise our financial aid agreements to ensure students receive the appropriate aid necessary to take a Berkeley summer course. All parties feel strongly about the importance of the agreement and providing students with an opportunity to take a Berkeley course, but can see immediately where there are gaps in aid and what students need. We are now in dialogue with CEP to consider what actions we can take to enhance student aid. As all partners engage in this yearly review, we are able to evaluate and develop next-step solutions based on programmatic feedback.

In addition, all partners are dedicated to the co-branding established by Pathways and continue to collaborate to ensure promotional pieces are updated and maintained appropriately. We are now aware of activities, such as orientations, advising hours, marketing and recruitment efforts on the various campuses, and where they can be utilized by all parties to assist transfer-seeking students. For example, Berkeley was able to send staff to the Peralta Community College Districts' fall new student orientation to discuss resources available through Pathways. We also connected regarding an updated fall advising schedule for Peralta students, which is now available through both Peralta and Berkeley sites. These practices streamline and clarify resources available to enhance transferability and further cement the important connections Pathways makes between California's community colleges and its four-year institutions.

Additionally, the University of California as a whole continually demonstrates its commitment to strengthen the academic pipeline to bachelor's degrees by preparing high-quality teachers and students. UC-administered programs, services and initiatives improve and strengthen learning and provide support to raise student achievement and close achievement gaps between groups of students throughout the P-20 education pipeline.

Through its statewide and campus-based regional partnerships, UC is able to address socioeconomic gaps in educational achievement across grade levels. These partnerships bring together K-12 schools/districts, university leaders, and key business and community partners to help improve academic achievement, college readiness and equitable access to higher education for the region's underserved student populations.

Sustainability #10- Maintaining Innovations with Existing Resources

Pathways:

Undergraduate education is one of three important areas of focus at UC Berkeley, including the accessibility of a Berkeley education to well-qualified underserved students. This commitment extends from the highest levels of campus leadership to all those staff members working directly with and for students. As members of this community, both Berkeley Summer Sessions and the Center for Educational Partnerships are committed to the expansion of the Pathways program and the cohesive package of resources, advising, and support it provides to transfer-seeking students. To that end, the growth and enhanced financial support outlined as part of the program's development will continue no matter the outcome of this award decision. As a revenue-generating unit, Summer Sessions, through the leadership of Dean Russo, has already agreed to continue program funding and increase this funding for advising personnel as we add partner institutions to the program. Additionally, we are already in the planning phase for creating scholarships to enhance available financial aid for students found to be strong candidates to enroll in Berkeley summer courses. These strategies will continue to move forward as part of our longer-term goals for growing the Pathways program and engaging more institutions as partners. The award for our innovation would then allow for the more rapid exploration and expansion of additional strategies, including those we are already planning to pursue, as we cultivate the Pathways program.

TES:

To ensure the sustainability of TES throughout those budgetary peaks and valleys, the University of California has revised the business model for service. A new fee-for-service model will expand access to all California public schools, increase implementation supports, and promote greater institutional commitment. To date, UC has covered the evaluation costs for many schools or developed partnerships with foundations and other research firms to cover schools' costs. Over the 10 years TES has been active, schools have requested the ability to pay for this service. Starting in January 2015, schools will have the option to access to TES through the aforementioned fee-for-service model at an approximate cost of \$3.25 per student. UC partner schools, or schools demonstrating a lack of resources, will be able to access the system under their existing terms.

BCC/Persist to College:

Funding for the Persist to College program comes from multiple sources: general fund allocations, Student Support and Success Plan funding, and resources from Berkeley Unified School District for textbooks and instructional supplies. There are requests to replicate the program in other high schools, expanding the number of participants and therefore achieving an economy of scale as the program moves forward.

Evaluation #11- Quantitative/Qualitative Assessments to Determine Goal Achievements

Near Term (Ongoing) Measures

1. We will track the number of students that participate in the Pathways to Four-Year Universities and Persist to College programs to evaluate the effectiveness of our marketing and branding of the programs. This data will be disaggregated to determine our success at reaching the targeted population (low-income, first generation, underrepresented, college-going students), and to track student participation and engagement in the different elements of the programs.
2. Administer pre and post surveys to Persist to College students and others at 20 CEP partner high schools that use TES and to community college students who participate in Berkeley Summer Sessions and in the Pathways Advising Cohort. Surveys will include Likert scale questions to determine students' college knowledge, knowledge about the transfer pathway and requirements, ability to navigate a college campus and knowledge of campus resources.
3. Administer a survey to educators at feeder high schools of our community college partners about their use of TES as a tool to identify and advise students in their successful transition to community college and transfer. This data would help us assess how HS counselors are using/not using TES to its fullest advantage for advising HS students, as well as to determine the content of our trainings and professional development for school staff. Additionally, the survey will include qualitative, narrative-based questions that capture educators' experience with TES.

Long Term Measures

4. Utilizing community college transfer data and National Student Clearinghouse data, we will track transfer admission and time to transfer to 4-year institutions for participants in the programs.
5. Utilizing UC system-wide data and National Student Clearinghouse data, we will track graduation from 4-year institutions as well as time to degree for participants in the programs.

Evaluation #12- Target Outcomes Through 2018-2019

Target outcomes for quantitative measures are provided in the following table; baseline measures are indicated in bold. Additional details about evaluation methodologies and survey instruments are discussed in the following narrative and in Appendix H as indicated.

OUTCOMES	COMMENTS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Increases in numbers of partners, participants and participants in each program component. Will disaggregate and track by ethnicity, income, parental education, veterans, foster youth, and disabled students. (Projected growth assumes that funding is at a minimum sustained at current levels.)	Pathways CC Partners	5	9	11	13	15	17
	Pathways 4-Year Partners	1	2	4	6	8	10
	Pathways Participants	848	1205	1603	2018	2454	2912
	Pathways Cohort Advising (for students underrepresented in higher education)	381	534	717	917	1138	1381
	Pathways Summer Sessions	16	32	64	96	128	160
	Persist to College		35	60	85	110	135
	High schools subscribing to Transcript Evaluation Service	90	120	310	500	600	700
Changes in attitudes, aspirations, and specific knowledge of the community college transfer pathway by K-12 students.	Pre and post surveys administered to Persist students and others at 20 CEP partner high schools that use TES. See sample survey in Appendix H, Pages 1-2.	Administer pre survey to a random sample of juniors and post survey to the same students at the end of the first semester of their senior year to determine changes in responses. Goal is for 15% of students to demonstrate increased knowledge, more ambitious aspirations and more positive attitudes after engagement with counselors and advisors using TES.					
Changes in attitudes, aspirations, and specific knowledge of transfer requirements, procedures and processes among Pathways participants	Pre and post surveys administered to students in the Pathways Advising Cohort and Pathways Summer Sessions. See sample survey in Appendix H, Pages 3-5.	Surveys will be administered to students during first year of participation and again in second year—and before and after Summer Sessions. Goal is for 15% of students to demonstrate increased aspirations and knowledge after engagement with Pathways Advisors and after participation in Summer Sessions.					
Use of TES as a tool to identify and advise students See Sample Survey in Appendix H, Pages 6-7	Surveys administered to educators at 20 feeder high schools for our community college partners about their use of TES as a tool to identify and advise students	Annual surveys administered to 3 - 5 educators at each feeder high school to measure increased use of TES and best practices in advising community college bound students. Goal is for at least 50% of educators to indicate increased use of TES and awareness of how TES tools can help identify and advise students for whom community college may be a viable option.					
Overall time to transfer for Pathways students from partner community colleges using "transfer velocity"—a CC Chancellor's office measure explained earlier in Appendix B, Page 2.	Baseline is overall transfer velocity for 2007-08 (most recent available) cohort at each Pathways partner CC. Initial comparison is transfer velocity for Transfer Alliance Project (TAP) participants from each CC and the differential outcomes.	For example, Laney College's overall 6-year transfer rate is 47% compared to 73% for TAP students who transferred from Laney; for African Americans 38% overall and 63% TAP; for Chicano/Latinos 39% overall and 78% TAP. See Appendix H, Pages 8-9 for baseline comparisons for all current Pathways partner and TAP students from that CC. Goal is to sustain or increase differential outcomes for larger numbers of students in the Pathways Advising Cohorts at each current Pathways partner CC and those that are added in subsequent years.					
Transfer velocity for underrepresented groups	SEE ABOVE	Similar comparisons/goals for UREM students at each CC					
Persist to College students' eligibility to register for English 1A		0%	77%	Sustain rate for additional students			
Persist to College participants' achievement of 3.0 Overall GPA		31%	100%	Sustain rate for additional students			

<p>Graduation from 4-year institutions as well as time to degree for participants in the programs</p>	<p>Transfer Alliance Project participants retention and graduation data at UC Berkeley are shown in Appendix H, Page 10.</p>	<p>Time to bachelor's degree for participants in various components of Pathways and Persist to College will be tracked using National Student Clearinghouse data. More detailed persistence; success and graduation data will be tracked for students enrolled at UC Berkeley.</p>
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Projected increases in the number of Pathways Participants in 2015 and beyond are informed both by the actual increases seen at the Pathways partner community colleges during 2014 and CEP records of previous demand for services at the potential new Pathways community college sites. Projections for each year are based on the addition of new sites and a conservative estimate of increased service demand and capacity. Projected increases in the Pathways Advising Cohort in 2015 and beyond are based on averages of previous TAP enrollments at potential Pathway partner colleges and assume 2 new colleges will be added each year and that Advising Cohorts at each partner community college will increase by 10% each year.

Surveys are based on models that the CEP has used over the past 10 years to assess the changes in attitudes, aspirations, and specific college knowledge of K-12 students and their families. CEP has surveyed thousands of high school students throughout California in the fall semester and then at the end of the school year to discern the effectiveness of our strategies to increase student’s understanding and knowledge of the college-going process. We have also surveyed high school teachers and counselors with regard to their attitudes and strategies for developing college-going culture. Sample Surveys are provided **Appendix H, Pages 1-7.**

The Community College Chancellor’s Office measures transfer outcomes using a methodology called “Transfer Velocity” that is a retrospective look (six years after initial enrollment in community college) at cohorts of students with a minimum of 12 units earned who also attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. (See explanation in **Appendix B.**) We will adopt this methodology to track outcomes for all Pathways participants.

Although the innovations discussed in this application are focused primarily on easing transfer and reducing time to transfer, we are also committed to measuring outcomes related to bachelor’s degree attainment and time to bachelor’s degree. The charts provided in **Appendix H, Page 10** show that UC Berkeley students who participated in the Transfer Alliance Project, while much more likely than other Berkeley transfer students to be from low-income or first-generation backgrounds or from ethnic groups underrepresented in higher education, persist and graduate at rates that are comparable to the overall rates achieved by Berkeley transfer students. Our goal is to sustain this level of success for Pathways students who attend Berkeley and to use National Student Clearinghouse data to monitor their Bachelor’s degree attainment and time to degree at other 4-year institutions.



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De Anza College
Peralta Community College District
University of California, Berkeley
University of California Office of the President

Abstract:

UC Berkeley Summer Sessions and Center for Educational Partnerships, in collaboration with De Anza College and the Peralta Community College District, is easing transfer across the state's education system through our Pathways To Four-Year Universities program. This program, aimed at low-income, first generation students, utilizes a multi-faceted, comprehensive approach including: quality academic preparation; high expectations and expert advising; strategies for decreasing the time to transfer; and support to ensure a successful transition to four year institutions. This inclusive set of best practices ultimately leads to decreasing the time to degree for participating students.

Utilizing Berkeley's strong track record working with students seeking to continue their education at a four-year institution, we built upon our experience to repackage these strengths in order to better reach students and clarify the available avenues of support. To that end, the program expanded its intensive student advising, created partner co-marketing and co-branding structures, highlighted Berkeley summer course enrollment opportunities, and developed unique financial aid agreements between Berkeley and the partner institutions.

In addition, Berkeley has increasingly utilized the enhanced Transcript Evaluation Service and its partnership with Berkeley City College/Persist to College to pilot strategies for intervening with high school students. These interventions are meant to ensure they are on a pathway to success in college and career and enable more precise assessment of their high school course-taking patterns and outcomes to improve community college course placement and potentially decrease time to degree.

"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 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."

A handwritten signature in black ink, appearing to read "Nicholas B. Dirks".

Nicholas B. Dirks, Chancellor



Nicholas B. Dirks
CHANCELLOR
PROFESSOR OF HISTORY
PROFESSOR OF
ANTHROPOLOGY

200 California Hall #1500
Berkeley, CA 94720-1500
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January 9, 2015

The Awards for Innovation in Higher Education
California Department of Finance

To Whom It May Concern:

As Chancellor of the University of California, Berkeley, I am pleased to provide this letter in support of our multi-party application to the state of California's Awards for Innovation in Higher Education for the *Pathways to Four-Year Universities Program* by the University of California, Berkeley (lead institution in partnership with Peralta Community Colleges and De Anza Community College); University of California Office of the President (Transcript Evaluation Service), and; Berkeley Community College (Persist to College Program).

The goal of successfully preparing, transitioning and welcoming community college students to UC Berkeley and other four-year institutions is an important priority for our campus. At the highest level of the University, we are focused on developing strategies and programs that will appeal to and enable competitive students facing postsecondary education barriers to transfer and succeed at four-year institutions such as UC Berkeley. Both the Center for Educational Partnerships and Summer Sessions hold this as a priority goal and are in the forefront of this work, as is the University of California Office of the President and the many community colleges with which we work.

The *Pathways to Four-Year University Program* is a groundbreaking new multi-party initiative among Berkeley Summer Sessions, five Bay Area community colleges (Berkeley City College, College of Alameda, De Anza College, Laney College, Merritt College), and UC Berkeley's Center for Educational Partnerships. This program, the UCOP Transcript Evaluation Service and BCC/Persist to College are key initiatives in reducing those barriers present for underserved students seeking transfer to the UC Berkeley campus and other four-year institutions. They provide distinct and important ways for students to gain access to information, advising, and coursework that will better support their transfer application.

Thank you for the opportunity to highlight this important work, and please know I am personally committed to the success of the efforts outlined in the University of California, Berkeley's award submission.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicholas B. Dirks".

Nicholas B. Dirks

Appendix A, Page 2



Office of the President 21250 Stevens Creek Blvd.
Cupertino, CA 95014

408 864-8705
408 864-8900 FAX

January 9, 2015

The Awards for Innovation in Higher Education
California Department of Finance

To Whom It May Concern:

I am pleased to write this letter in support of the multi-party application to the state of California's Awards for Innovation in Higher Education for the *Pathways to Four-Year Universities Program* by the University of California, Berkeley (lead institution in partnership with Peralta Community Colleges and De Anza Community College), University of California Office of the President (Transcript Evaluation Service), and Berkeley City College (Persist to College Program).

The goal of successfully preparing and transitioning community college students to four-year institutions is a priority for our district. We are focused on developing strategies and programs that will appeal to and enable competitive students facing postsecondary education barriers to transfer and succeed at four-year institutions such as Berkeley. Our Transfer Center and Office of International Student Programs hold this as a priority goal and are in the forefront of this work, as is the University of California Office of the President and the many four-year institutions with which we work.

The Pathways to Four-Year Universities Program is a groundbreaking new multi-party initiative between Berkeley Summer Sessions, five Bay Area community colleges (Berkeley City College, College of Alameda, De Anza College, Laney College, Merritt College), and UC Berkeley's Center for Educational Partnerships. This program, the UCOP Transcript Evaluation Service and BCC/Persist to College are key initiatives in reducing barriers for underserved students seeking transfer to the Berkeley campus and other four-year institutions. They provide distinct and important ways for students to gain access to information, advising, and coursework that will better support their transfer application.

Thank you for the opportunity to highlight this important work and please know I am personally committed to the success of the efforts outlined in the University of California, Berkeley's award submission.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Murphy".

Brian Murphy
President



Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

January 9, 2015

The Awards for Innovation in Higher Education
California Department of Finance

To Whom It May Concern:

As Chancellor of the Peralta Community College District, I am pleased to provide this letter in support of the multi-party application to the state of California's Awards for Innovation in Higher Education for the *Pathways to Four-Year Universities Program* by the University of California, Berkeley (lead institution in partnership with the Peralta Community College District (Berkeley City College, College of Alameda, Laney College and Merritt College) and De Anza Community College); University of California Office of the President (Transcript Evaluation Service); and Berkeley City College (Persist to College Program).

The goal of successfully preparing and transitioning community college students to UC Berkeley and other four-year institutions is an important priority for our district. Schools like UC Berkeley have many more highly qualified applicants for transfer than can be accommodated and the challenge is to attract and prepare a diverse group of competitive candidates that mirror the student population of California public school graduates.

At the highest level of Peralta, we are focused on developing strategies and programs that will appeal to and enable competitive students facing postsecondary education barriers to transfer and succeed at four-year institutions such as UC Berkeley. Our transfer centers, as well as the Office of International Education, hold this as a priority goal and are in the forefront of this work, as is the University of California Office of the President and the many four-year institutions with which we work.

The Pathways to Four-Year Universities Program is a groundbreaking new multi-party initiative between Berkeley Summer Sessions, five Bay Area community colleges (Berkeley City College, College of Alameda, De Anza College, Laney College, Merritt College), and UC Berkeley's Center for Educational Partnerships. This program, the UCOP Transcript Evaluation Service and BCC/Persist to College are key initiatives in reducing those barriers present for underserved students seeking transfer to the UC Berkeley campus and other four-year institutions. They provide distinct and important ways for students to gain access to information, advising, and coursework that will better support their transfer application.

Thank you for the opportunity to highlight this important work and please know I am personally committed to the success of the efforts outlined in the University of California, Berkeley's award submission.

Sincerely,

A handwritten signature in black ink, appearing to read "José M. Ortiz", is written over a horizontal line.

José M. Ortiz, Ed.D.
Chancellor

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MFRCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

January 3, 2015

The Awards for Innovation in Higher Education
California Department of Finance

To Whom It May Concern:

As Provost and Executive Vice President for Academic Affairs at the University of California, I am pleased to provide this letter of support for the multi-party application to the state of California's Awards for Innovation in Higher Education for the *Pathways to Four-Year Universities Program* by the University of California, Berkeley (lead institution in partnership with Peralta Community Colleges and De Anza Community College); University of California Office of the President (Transcript Evaluation Service); and Berkeley Community College (Persist to College Program).

The goal of successfully preparing, transitioning and welcoming community college students to UC Berkeley and other four-year universities is an important priority for our system. Schools like Berkeley have many more highly qualified applicants for transfer than can be accommodated, and the challenge is to attract and prepare a diverse group of competitive candidates that mirror the student population of California public school graduates.

At the highest level of the University, we are focused on developing strategies and programs that will appeal to and enable competitive students facing postsecondary education barriers to transfer and succeed at four-year institutions such as Berkeley. Both the Center for Educational Partnerships and Summer Sessions at UC Berkeley hold this as a priority goal and are in the forefront of this work as is the University of California Office of the President and the many community colleges with which we work.

The Pathways to Four-Year Universities Program is a groundbreaking new multi-party initiative between Berkeley Summer Sessions, five Bay Area community colleges (Berkeley City College, College of Alameda, De Anza College, Laney College, Merritt College), and UC Berkeley's Center for Educational Partnerships. This program, the University's Transcript Evaluation Service and BCC/Persist to College are key initiatives in reducing those barriers present for underserved students seeking transfer to the Berkeley campus as well as other four-year institutions. They provide distinct and important ways for students to gain access to information, advising, and coursework that will better support their transfer application.

Cordially,

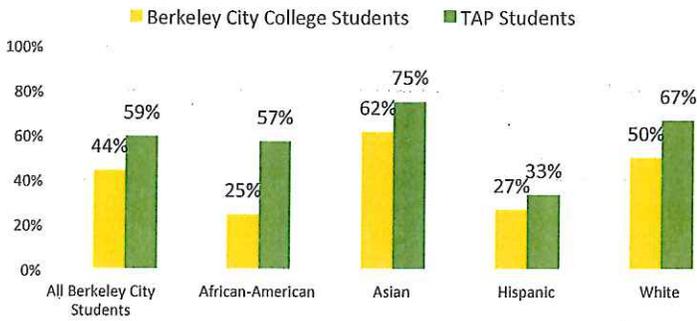
A handwritten signature in cursive script, appearing to read "Aimée Dorr".

Aimée Dorr, Provost
Executive Vice President for Academic Affairs

Comparison of TAP & Overall Transfer Rates from Pathways Community Colleges

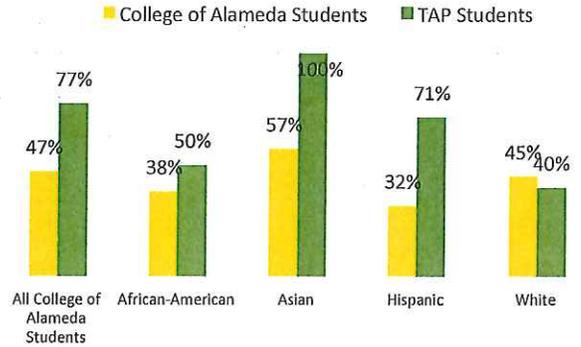
Berkeley City College

Six-Year Transfer Rates by Ethnicity of All Berkeley City College and TAP Students, 2007-08 Cohort Transferring by 2012-13



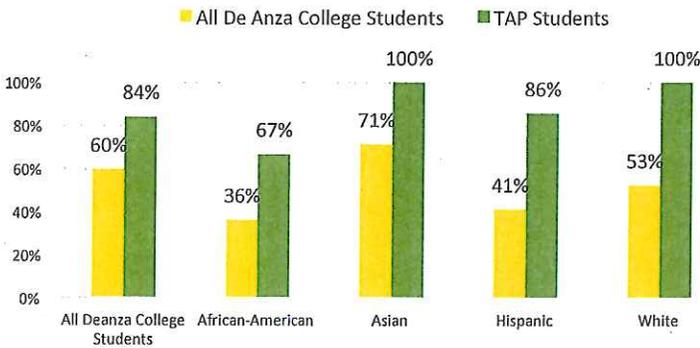
College of Alameda

Six-Year Transfer Rates by Ethnicity of All College of Alameda and TAP Students, 2007-08 Cohort Transferring by 2012-13



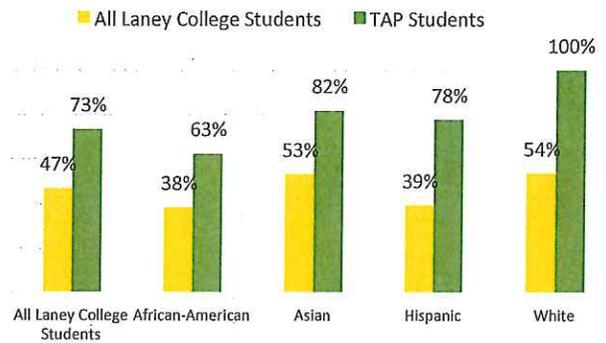
De Anza College

Six-Year Transfer Rates by Ethnicity of All De Anza College and TAP Students, 2007-08 Cohort Transferring by 2012-13



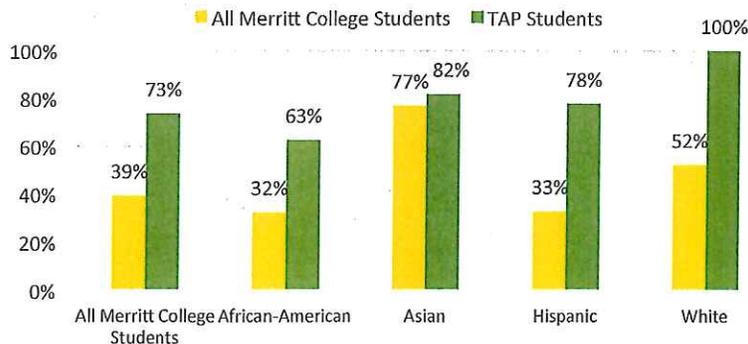
Laney College

Six-Year Transfer Rates by Ethnicity of Laney College and TAP Students, 2007-08 Cohort Transferring by 2012-13



Merritt College

Six-Year Transfer Rates by Ethnicity of All Merritt College and TAP Students, 2007-08 Cohort Transferring by 2012-13



A note on the methodology of the Transfer Cohort Report

This report uses the same transfer methodology used by Bahr, Hom & Perry (2005). The method tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. A student becomes eligible to potentially enter a Transfer Cohort by enrolling for the first time at any California Community College (CCC). Students may be concurrently enrolled in high school (aka “special admits”), may be high school drop-outs, or may be high school graduates at the time of their initial enrollment. Students are assigned a cohort year according to the academic year in which they first enroll at a CCC. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units.

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.

It is important to note that although the Transfer Cohorts are not finalized until six years after initial enrollment, transfer rates can be retroactively calculated for this group for years three, four and five. The transfer rates are calculated using an official methodology developed in 2001 by the Chancellor’s Office in consultation with constituent groups and adopted by the Transfer Data Technical Workgroup (TDTW). The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Dividing the number of students with enrollments at a Bachelors-granting institution by the total size of the Transfer Cohort yields the transfer rate. The data mart provides the overall transfer rate for each Transfer Cohort as well as transfer rates for various sub-populations included in the Transfer Cohorts.

This methodological explanation is adapted from a longer document available at:
<http://www.ccctransfer.org/TransferReport.pdf>

References

Bahr, P. R., Hom, W., & Perry, P. (2005). College transfer performance: A methodology for equitable measurement. *Journal of Applied Research in the Community College*, 13 (1), 73-87.

IMPACT OF NON-TRANSFERRABLE COURSEWORK ON TIME-TO-TRANSFER

Analysis of a sample of 38 Transfer Alliance Project students from the Peralta Community College District who applied for Fall 2014 admission to UC Berkeley confirmed that Time-to-Transfer is greatly impacted by the need for non-transferrable coursework in math and/or English at community college. While the overall admit rate (87%) is quite impressive, there is a correlation between the need for non-transferrable coursework and time-to-transfer:

Of the 10 students who transferred in **2.5 years or less**, only 1 student had taken any non-transferrable math coursework prior to enrolling in College Math and one student had taken non-transferrable English coursework prior to enrolling in English 1A **(20%)**

Of the 13 students who transferred in **3 years**, **62%** had taken non-transferrable coursework in English and/or math.

Of the 11 students who transferred in **3.5 years or more**, **73%** had taken non-transferrable coursework in English and/or math.

APPENDIX

The advising CEP provides to California community college students is based on an intensive one-on-one case management model which utilizes the extensive Berkeley transfer-specific knowledge of its staff members, the program's philosophy that each student's road to academic success is the center and focus of the program's work, and the staff's commitment to do whatever is necessary and appropriate to promote and enhance that success.

Transfer advising is very complex and requires knowledge of the specific details and ever-changing requirements necessary to transfer to Berkeley. Yet, it is in only knowing and fulfilling these detailed requirements that a student, even with the strongest academic background, can transfer to Cal. Accordingly, our advisors are thoroughly familiar with the information and knowledge to mentor and advise students for transfer to Berkeley. This critical information includes the specific courses (articulation) at the 112 California community colleges to which the university will give credit, breadth requirements, and the specific major course preparation needed to transfer into each of the 100+ Berkeley majors. Moreover, comprehensive transfer advising requires not only knowing the details of these requirements, but also a keen awareness of what the various Colleges and Schools at Cal seek in a successful transfer application. This includes not only the fulfillment of requirements and the academic level they are expected to be fulfilled, but also the presentation of the application as a whole, including personal essays and extra-curricular activities. This knowledge is of particular benefit to community college transfer students, as often they are the first in their family to graduate from high school, and the myriad of requirements and expectations can be overwhelming and, without discerning transfer advice, deterring.

Our model provides one-on-one advising with each student to best coach and groom him/her for academic success. We constantly track and monitor the student's academic progress, engage in interventions, referrals, and adjustments that benefit the students, and work around the students' busy schedules. Advising staff meets individually with each student at least once each semester at the community college, and many times will meet more often if a student requires additional counseling. Additionally, staff advises the student by phone or email, if necessary. In fact, advisors often contact students two times a semester simply to see how the students are doing, answer any questions that may have arisen since the last appointment, and offer encouragement. Because each staff has a specific student caseload by community college, each student establishes a relationship with a single advisor for the duration of their engagement. The staff person thus knows the student well and is able to best intervene or assist when necessary.

During each advising session, the advisor engages in numerous student-centered activities/actions, including academic counseling, course planning, review of class performance, academic progress, as well as identifying and finding solutions to problems that may be hindering the student from performing at their potential. These problems may include difficulties interacting with instructors, the need to develop particular study/time management skills, or family problems. When necessary, staff will refer students for outside assistance, such as tutoring. When it is time to apply to a baccalaureate-granting institution, staff are very active in advising students how to prepare the transfer application. This includes reviewing personal statements and, if necessary, providing assistance in filling out the actual application. Because financial issues are of such importance to many community college students, staff also advise students regarding financial aid and keep them apprised of and assist them in applying for scholarships.

Many community college students are granted a fee waiver by the University of California to apply free to four UC campuses. Staff advise them to apply strategically to three other UC campuses that are at varying levels of selectivity in admissions to enhance the probability that they will be accepted at one of the campuses.

Our model also advises students who were not admitted to Berkeley on how to best craft an appeal to be re-considered for admission. This requires staff to conduct a complex and strategic assessment of the student's initial application, relative to students who were admitted, and advise the student accordingly on behalf of

their appeal.

The dynamic and complex advising provided by staff is the genesis for our success with aspiring transfer students. Advisors individually work with each student to complete an education plan that details the courses the student will take for the duration of their community college career, including, whenever possible, UC Berkeley concurrent enrollment and summer coursework. The Student Education Plan (SEP) ensures the student will complete all the specific requirements necessary for UC-eligibility, General Education, and the course requirements to transfer in the specific major that they have identified. Prior to developing the SEP, however, the advisor discusses with the student his/her educational and career goals, and the diversity of undergraduate majors and multiple pathways that can support the attainment of those goals. This is a critical piece of our advisement, as the lack of this awareness has proven to be a major barrier for transfer admission for many community college students. Without this information, many apply to a handful of very impacted majors, mistakenly believing that it is only through highly impacted majors that they can accomplish their goals of going into careers such as business, law, and medicine. Accordingly, included in this advisement is a discussion of the benefits/liabilities regarding the different disciplines and pathways that lead to particular goals (e.g., graduate school, professional school, career, etc.), and which major(s) the student would be most competitive for transfer admission.

At each meeting, the staff and student consult the SEP to assess how the student is progressing. Simultaneously, the advisor is open to adjusting the SEP where necessary, such as a change in major or a need to take fewer or different courses per term because of work demands, family responsibilities, the accelerated pace of the course, or a compressed academic calendar. Staff are intimately aware of the academic achievement required to successfully transfer into each specific Berkeley major and make these expectations clear in their advisement, particularly if students are performing below that level. At the same time, however, staff provide students with the tools, resources, and constant encouragement necessary to aspire to meet these expectations.

The encouragement provided to students is a crucial component of staff advising. Since many community college students come from disadvantaged backgrounds, they often become educational pioneers for their family simply by contemplating a four-year degree. Because they often lack role models, however, our advisors become their role models. Due to their long history of success with community college students, our advisors speak and encourage with authority, giving confidence to the students that they are indeed Berkeley material. As one former community college student now at Cal remarked, "My friends and family would tell me that I could be successful in transferring, but they did not speak from knowledge or experience. Your advising staff was composed of former transfer Berkeley students and they had advised hundreds of other students from my background to transfer successfully to Berkeley. Their constant encouragement gave me the confidence and tenacity to work hard in my studies and to believe that I could transfer to Berkeley."

TRANSCRIPT EVALUATION SERVICE

Helping Students Prepare For College

What is the Transcript Evaluation Service?

The Transcript Evaluation Service (TES) is a statewide initiative of the University of California to improve student academic achievement in college preparatory courses. TES serves all students in grades 9-12, not just those preparing for college, by integrating academic preparation with financial preparedness and empowering students and families in their efforts to access all forms of postsecondary education.

High school students need, on an ongoing basis, greater access to expert advice for formulating their academic plans, executing them, and applying for financial aid. To that end, the University of California Office of the President provide select schools with evaluations of all student transcripts as well as training and support for schools to institute an action plan for college readiness for all students.

What educational issues does TES address?

TES addresses the increasing importance of a rigorous high school course-taking pattern for all students. TES has a unique capacity to advance "a-g" completion by all students by providing accurate, credible information about students' progress; by helping students plan for their future beyond high school; and by providing early information about Cal Grant eligibility.

What information does TES provide?

TES reports document student progress toward completing a 15-unit college preparatory course pattern as well as progress toward completion of the subject and scholarship requirements for the California State University and the University of California.

- *Student Reports* are assessments of individual student progress and are used by counselors to advise students and families.
- *Student Rosters* provide detail on individual students within a grade level, including courses completed and courses needed to fulfill a college preparatory course pattern, and are used by school administrators to increase student enrollment in "a-g" courses.
- *Summary Reports* aggregate student-level data and are used by school administrators to improve course offerings.

What value does TES add to student preparation for postsecondary education?

TES is a tool that transforms fundamentally the capacity of educators to guide and change students' futures. TES reports also give parents and students the capacity to exercise far greater control of a student's future than ever before. When used for school planning, TES information provides an accurate depiction of course-taking and course availability within a school.

Finally, TES dramatically lowers the cost of providing information, eliminating time-consuming manual transcript analysis and providing individual and collective information.

Transcript Evaluation Service

Helping Students Prepare for College

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A—G Counseling Benchmarks

	a-g Subject Area	= 1 Year (or 2 semesters)		
				Other a-g (elective)
				Visual & Performing Arts
				History/Social Science
				History/Social Science
			Other a-g	Language—Non English
			Other a-g	Language—Non English
			History/Social Science	Lab Science
			Language—Non English	Lab Science
		Other a-g	Lab Science	Math (Algebra II)
		Other a-g	Math (Algebra II)	Math (Geometry)
		Other a-g	Math (Geometry)	Math (Algebra I)
		Math (Geometry)	Math (Algebra I)	English
	Other a-g	Math (Algebra I)	English	English
	Math (Algebra I)	English	English	English
	English	English	English	English
9 th Grade	10 th Grade	11 th Grade	12 th Grade & Graduates	

TES counseling benchmarks are based on the admissions requirements to the California State University (CSU) and the University of California (UC), or commonly known as the 15 unit “a-g” course pattern. Students who successfully complete all benchmark courses with a 2.0 GPA or higher are considered to be **meeting benchmarks** for CSU and UC.

Students who have not completed all courses, but lack no more than two courses are considered to be **close to meeting benchmarks**. Students who lack more than two courses and/or have a GPA below 2.0 are considered to be **not meeting benchmarks**.

EVALUATING A HIGH SCHOOL TRANSCRIPT

**A
Transcript**

LOS ANGELES UNIFIED SCHOOL DISTRICT													
Los Angeles Hi Term Ending 10/21/04 Grade=09					Los Angeles Hi Term Ending 6/30/06 Grade=10								
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO				
ESL ADV 3	5.0	B	E	E	DIG COMP 1B	5.0	A	E	E				
ESL ADV 3	5.0	A	E	E	H ENGLISH 10B	5.0	B	E	E				
ALGEBRA 1A	5.0	A	E	E	GEOMETRY B	5.0	C	S	E				
BOD LYN	5.0	B	E	E	BASIC TEAM	5.0	E	S	E				
INTOCOR SCI 1A	5.0	A	E	E	BIOLOGY B	5.0	B	E	E				
HOMEROOM-B TRK	0.0		E	E	WHG: MOD WLD B	5.0	A	E	E				
LIFE SKLS 21 ST	5.0	A	E	E	HOMEROOM-10B	0.0	A	E	E				
Los Angeles Hi Term Ending 03/17/05 Grade=09					Los Angeles Tech Term Ending 09/28/06 Grade = 11								
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO				
CLP AWARE	2.5	A	E	E	COMP 09/LIT	5.0	B						
Los Angeles Hi Term Ending 6/25/05 Grade=09					Los Angeles Tech Term Ending 11/20/06 Grade = 11								
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO				
ESL ADV 4	5.0	A	E	E	TYPWR REVERD	5.0	A						
ESL ADV 4	5.0	A	E	E	Los Angeles Hi Term Ending 12/22/06 Grade = 11								
HEALTH SH	5.0	A	E	E	CLASS TITLE	Credits	Marks	WH	CO				
ALGEBRA 1B	5.0	A	E	E	DRAWING A	5.0	A	S	E				
SOCOR	5.0	B	S	E	AP ENG LANG A	5.0	B	E	E				
INTOCOR SCI 1B	5.0	A	E	S	AP SPAN LANG A	5.0	B	S	S				
HOMEROOM-5B	1.0	A	E	E	ALGEBRA 2A	5.0	A	S	E				
Los Angeles Hi Term Ending 12/22/06 Grade=10					Los Angeles Adlt Term Ending 04/18/07 Grade =11								
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO				
DIG COMP 1A	5.0	A	S	S	PARENT ADOLESC	10.0	A						
ENGLISH 10A	5.0	B	E	E	Los Angeles Adlt Term Ending 04/18/07 Grade =11								
GEOMETRY A	5.0	B	S	E	CLASS TITLE	Credits	Marks	WH	CO				
BASIC TEAM	5.0	B	S	E	DRAWING A	5.0	A	S	E				
BIOLOGY A	5.0	B	E	E	AP ENG LANG A	5.0	B	E	E				
WHG: MOD WLD A	5.0	A	E	E	AP SPAN LANG A	5.0	B	S	S				
HOMEROOM 11B	0.0	A	S	E	ALGEBRA 2A	5.0	A	S	E				
CARSSE EDA 9 02/07/06 MATH 9 02/07/06 This is an unofficial transcript.					Los Angeles Adlt Term Ending 04/18/07 Grade =11								
UC/CSU GPA 3.571					Class Title					Credits	Marks	WH	CO
					PARENT ADOLESC					10.0	A		

**An Evaluated
Transcript**

Steps to evaluate a high school transcript:

1. Identify 'a-g' courses (see www.ucop.edu/doorways).

2. Calculate 'a-g' Grade Point Average (see www.ucop.edu).

'a-g' Grade Point Average

3.36 (unweighted)

3.57 (weighted)

3. Determine eligibility (see TES Counseling Benchmarks or www.ucop.edu).

LOS ANGELES UNIFIED SCHOOL DISTRICT																	
Los Angeles Hi Term Ending 10/21/04 Grade=09							Los Angeles Hi Term Ending 6/30/06 Grade=10										
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO								
ESL ADV 3	5.0	B	E	E	DIG COMP 1B	5.0	A	E	E								
ESL ADV 3	5.0	A	E	E	H ENGLISH 10B	5.0	B	E	E								
ALGEBRA 1A	5.0	A	E	E	GEOMETRY B	5.0	C	S	E								
BOD LYN	5.0	B	E	E	BASIC TEAM	5.0	E	S	E								
INTOCOR SCI 1A	5.0	A	E	E	BIOLOGY B	5.0	B	E	E								
HOMEROOM-B TRK	0.0		E	E	WHG: MOD WLD B	5.0	A	E	E								
LIFE SKLS 21 ST	5.0	A	E	E	HOMEROOM-10B	0.0	A	E	E								
Los Angeles Hi Term Ending 03/17/05 Grade=09							Los Angeles Tech Term Ending 09/28/06 Grade = 11										
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO								
CLP AWARE	2.5	A	E	E	COMP 09/LIT	5.0	B										
Los Angeles Hi Term Ending 6/25/05 Grade=09							Los Angeles Tech Term Ending 11/20/06 Grade = 11										
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO								
ESL ADV 4	5.0	A	E	E	TYPWR REVERD	5.0	A										
ESL ADV 4	5.0	A	E	E	Los Angeles Hi Term Ending 12/22/06 Grade = 11												
HEALTH SH	5.0	A	E	E	CLASS TITLE	Credits	Marks	WH	CO								
ALGEBRA 1B	5.0	A	E	E	DRAWING A	5.0	A	S	E								
SOCOR	5.0	B	S	E	AP ENG LANG A	5.0	B	E	E								
INTOCOR SCI 1B	5.0	A	E	S	AP SPAN LANG A	5.0	B	S	S								
HOMEROOM-5B	1.0	A	E	E	ALGEBRA 2A	5.0	A	S	E								
Los Angeles Hi Term Ending 12/22/06 Grade=10							Los Angeles Adlt Term Ending 04/18/07 Grade =11										
Class Title	Credits	Marks	WH	CO	Class Title	Credits	Marks	WH	CO								
DIG COMP 1A	5.0	A	S	S	PARENT ADOLESC	10.0	A										
ENGLISH 10A	5.0	B	E	E	Los Angeles Adlt Term Ending 04/18/07 Grade =11												
GEOMETRY A	5.0	B	S	E	CLASS TITLE	Credits	Marks	WH	CO								
BASIC TEAM	5.0	B	S	E	DRAWING A	5.0	A	S	E								
BIOLOGY A	5.0	B	E	E	AP ENG LANG A	5.0	B	E	E								
WHG: MOD WLD A	5.0	A	E	E	AP SPAN LANG A	5.0	B	S	S								
HOMEROOM 11B	0.0	A	S	E	ALGEBRA 2A	5.0	A	S	E								
CARSSE EDA 9 02/07/06 MATH 9 02/07/06 This is an unofficial transcript.							Los Angeles Adlt Term Ending 04/18/07 Grade =11										
UC/CSU GPA 3.571							Class Title							Credits	Marks	WH	CO
							PARENT ADOLESC							10.0	A		

TES EVALUATION OF A TRANSCRIPT

TES matches the courses to Doorways for you (D), tags each course with its appropriate subject code (a-g) and **BOLDS** the course name.

TES tags University-*certified* honors-level and Advanced Placement courses (*).

U	D	H	P	Course Name	Mark	Credit
				2004-05 9th Grade, Quarter 1 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				CLT AWARE	A	02.50
				2004-05 9th Grade, Semester 1 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				BOD DYN	B	05.00
				INTCOOR SCI 1A	A	05.00
				LIFE SKLS 215T	A	05.00
				ESL ADV 3	B	05.00
				ESL ADV 3	A	05.00
				ALGEBRA 1A	A	05.00
				2004-05 9th Grade, Semester 2 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				ESL ADV 4	A	05.00
				ESL ADV 4	A	05.00
				HEALTH SH	A	05.00
				ALGEBRA 1B	A	05.00
				SOCCER	B	05.00
				INTCOOR SCI 1B	A	05.00
				HOMEROOM-9B	A	00.00
				2005-06 10th Grade, Semester 1 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				DIG COMP 1A	A	05.00
				BIOLOGY A	B	05.00
				WHG: MOD WLD A	A	05.00
				HOMEROOM 10B	A	00.00
				ENGLISH 10A	B	05.00
				GEOMETRY A	B	05.00
				BASIC TEAM	B	05.00
				2005-06 10th Grade, Semester 2 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				BASIC TEAM	B	05.00
				BIOLOGY B	B	05.00
				WHG: MOD WLD B	A	05.00
				DIG COMP 1B	A	05.00
				H ENGLISH 10B	B	05.00
				GEOMETRY B	C	05.00
				HOMEROOM-10B	A	00.00

U	D	H	P	Course Name	Mark	Credit
				2006-07 11th Grade, Semester 1 Los Angeles Hi (ATP: 051680 CDS: 1935352)		
				DRAWING A	A	05.00
				AP ENG LANG A	B	05.00
				AP US HIST A	A	05.00
				AP SPAN LANG A	B	05.00
				ALGEBRA 2A	A	05.00
				CHEMISTRY A	A	05.00

U	D	H	P	Course Name	Mark	Credit
				2006-07 11th Grade, Semester 1 Los Angeles Tech (ATP: 051806)		
				COMP OP/LIT	B	05.00
				TYPIST KEYBRD	A	05.00

SUMMARY			
GPA (UC-Approved Courses Only): 3.57			
Rank: 83 of 603			
Graduation Date: June, 2002			

TEST SCORES			
Test	Subtest	Date	Score
CAHSEE	ELA	03/06	356
CAHSEE	MATH	02/06	368

IMMUNIZATIONS		
Type	Date	Status

TRANSCRIPT NOTES	

TES BENCHMARK RESULTS	
	Work In Progress
UC Subject	Meets Benchmark
CSU Subject	Meets Benchmark
Basic a-g Subject	Meets Benchmark
	GPA
UC GPA	3.57
CSU GPA	3.57
Basic a-g GPA	3.55
CalGrant GPA	3.36

All text in italics is from the TES evaluation.

U: University - certified honors type

*: Honors

H: School Certified Honors Course

P: School Certified College Prep Course

D: Doorways - certified subject area

a: History/Social Science b: English c: Mathematics d: Laboratory Science e: Language Other than English

f: Visual & Performing Arts g: College Preparatory Elective h: Other Academic courses* z: Nonacademic courses**

* h and z courses are not Doorways approved.

Transcript Evaluation Service

BENEFITS OF THE TRANSCRIPT EVALUATION SERVICE

Benefits for students and their families:

- helps students and families plan for life after high school based on accurate, authoritative assessment of their preparation;
- assesses workforce readiness by evaluating the problem-solving, critical reading and analytical writing coursework that students have completed; and
- helps motivate sound planning, based on early and regular information.

Benefits for counselors:

- eliminates the time-intensive process of individual transcript evaluation and Cal Grant GPA verification, freeing up time for more direct engagement with students;
- provides individual and aggregate student academic progress information, giving counselors a powerful tool for advising; and
- uses the most up-to-date University of California and California State University evaluation rules so that every student at every grade level receives the same kind of assessment.

Benefits for school administrators:

- TES aggregate and summary data provide “at-a-glance” references on student progress toward the basic “a–g” college preparatory course pattern, on which school-wide curriculum planning can be based;
- optimizes school action planning, with benchmarks for student progress that can be easily conveyed to stakeholders like school boards, district administrators, parent groups, and community organizations; and
- provides training and support with TES technology and developing and implementing courses that maximize student success.

Contact Information

Transcript Evaluation Service

University of California Office of the President
Student Affairs
1111 Franklin Street 9th Floor
Oakland, California 94607-5200

(510) 987-9491

tes@ucop.edu

Berkeley SUMMER SESSIONS

Pathways to Four-Year Universities



Pathways to Four-Year Universities is a groundbreaking new multi-party initiative between five Bay Area community colleges (Berkeley City College, College of Alameda, De Anza College, Laney College, Merritt College), UC Berkeley’s Center for Educational Partnerships, and other UC campuses, as well as several other four-year universities across the country.

Pathways invites and supports community college students with the intent to transfer to UC Berkeley, another UC campus, or

any four-year university with two key elements:

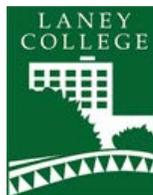
1) Advising from UC Berkeley advisers while enrolled at these five California community colleges and throughout the transfer application and admission process to UC Berkeley, another UC campus, or one of the other four-year universities covered under this novel articulation agreement.

2) Summer courses at UC Berkeley, where students continue to make progress toward their complete coursework for transfer to UC or other four-year institutions. **Berkeley Summer Sessions** offers key prerequisites or gateway courses to most majors, which both speeds up student accumulation of transferable credit and helps the community college student get acclimated to a four-year college.

The Pathways program also contains a unique financial aid agreement that keeps costs down with federal financial aid for eligible US students.

Click [here](#) for answers to frequently asked questions.

For more information on Pathways, click on your college's logo below:



Former Chancellor Birgeneau signing the Pathways agreement.



Download our Pathways Brochure (PDF)

Berkeley SUMMER SESSIONS

Pathways Frequently Asked Questions

What is Pathways to Four-Year Universities?

Pathways is a program established between UC Berkeley and several Bay Area California Community Colleges (CCC) to provide additional support to those students that intend to transfer to UC Berkeley or another four-year institution.

Pathways advisers from Berkeley's Center for Educational Partnerships will be available at participating CCC campuses. They will advise you on how to create a portfolio of courses, paving your way to meet requirements for transfer.

Why is UC Berkeley leading Pathways?

UC Berkeley wants to assist all students that intend to transfer to UC Berkeley with a smooth and successful experience. We find that many students are often not eligible to apply for transfer to UC Berkeley because they may be missing a required course. Having advisers from UC Berkeley during your entire community college experience and having access to Berkeley Summer Sessions will help reduce the likelihood of not having all of the requirements met to transfer to UC Berkeley.

How does this program relate to the ASSIST.org website?

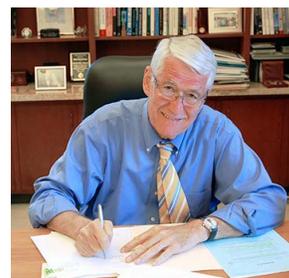
Pathways puts additional advising and summer courses on top of the existing articulation agreements between those CCC campuses that are part of Pathways and UC Berkeley. Students will still use ASSIST.org to plan what courses to take, along with their Pathways adviser, to be ready to transfer to UC Berkeley or another UC campus. For additional information, go to www.ASSIST.org.

How does Berkeley Summer Sessions play into Pathways?

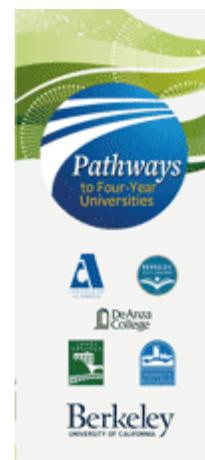
Students from the designated CCC campuses will have the option of taking courses at Berkeley Summer Sessions the summer between their freshman and sophomore years, and the summer between their sophomore and junior years. The courses will be reflected on an official Berkeley transcript and may be eligible to satisfy requirements at those CCC campuses and/or UC Berkeley. Grades earned at Berkeley Summer Sessions will be factored into your GPA at UC Berkeley.

What if I want to transfer to an institution other than UC Berkeley?

Many four-year universities are very eager to accept students with a competitive portfolio that can be achieved through Pathways. Talk with your advising office/Pathways adviser.



Former Chancellor Birgeneau signing the Pathways agreement.



Download our Pathways Brochure (PDF)

How can I pay for my courses at Berkeley Summer Sessions?

UC Berkeley and the California Community Colleges that participate in Pathways have signed a consortium agreement for financial aid. Eligible students will be able to apply for financial assistance, such as PELL, Cal Grant, and student loans, to pay for their courses at Berkeley Summer Sessions.

What do I do to become part of Pathways?

These resources are available to all students enrolled at participating CCC campuses. Contact your college's transfer center to find out when and where the Pathways advisers will be on your campus.

Click on a college below to be directed to their transfer center's contact information:

- [College of Alameda](#)
- [Berkeley City College](#)
- [Laney College](#)
- [Merritt College](#)
- [De Anza College](#)

What if I don't get admitted to UC Berkeley?

By completing the transfer curriculum as detailed on ASSIST.org, taking UC Berkeley Summer Sessions' courses, and achieving strong grades at your community college and Berkeley, we believe this is an excellent portfolio to apply not only to UC Berkeley, but to another UC campus, Cal State University or other four-year university. While admission to UC Berkeley is not guaranteed, there are many four-year universities that are very eager to accept students with a competitive portfolio that can be achieved through Pathways. Students should apply to multiple universities when planning to transfer to ensure their ability to continue their studies towards their four-year degree.

Why should I choose to take summer courses at UC Berkeley while at a California Community College?

The transition from a community college to a highly selective four-year university can be difficult. By taking two to four courses over one or two summers at UC Berkeley, you will have the experience of taking courses at UC Berkeley before you arrive and are expected to handle a full load of courses and are expected to graduate in two years. Acclimating yourself to the Berkeley campus before beginning your full-time studies at Berkeley will also ease your transition and make your first semester at UC Berkeley and other schools more manageable.

How can I continue to get support once I transfer to UC Berkeley?

The Berkeley campus is rich with resources for transfer students, including the Transfer and Reentry Center, Education Opportunity Program, Student Learning Center, Athletic Study Center, and the Teaching Library, just to name a few. Students will also have advising from the academic department in which they choose to major (major adviser).

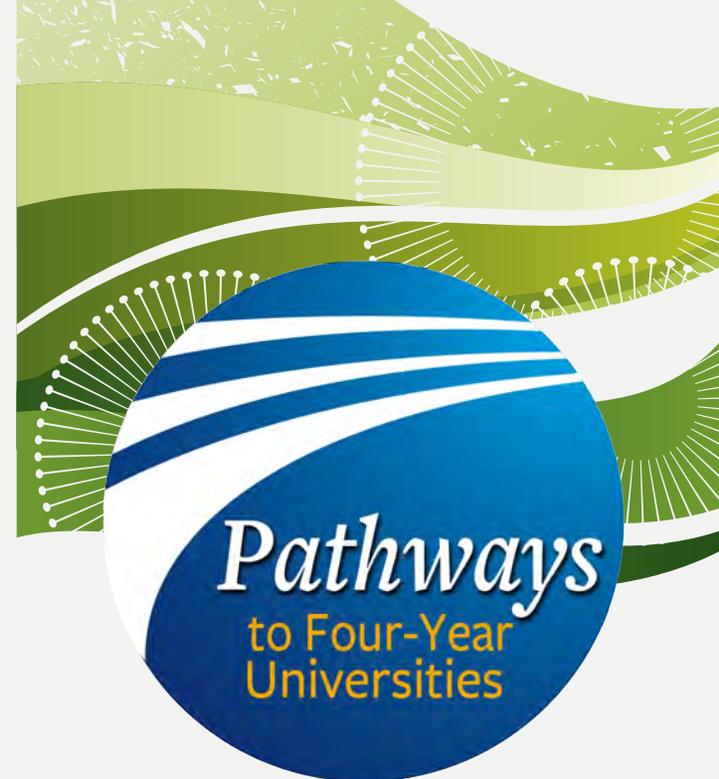
Participating community colleges:

Berkeley City College, College of Alameda, Laney College, Merritt College:

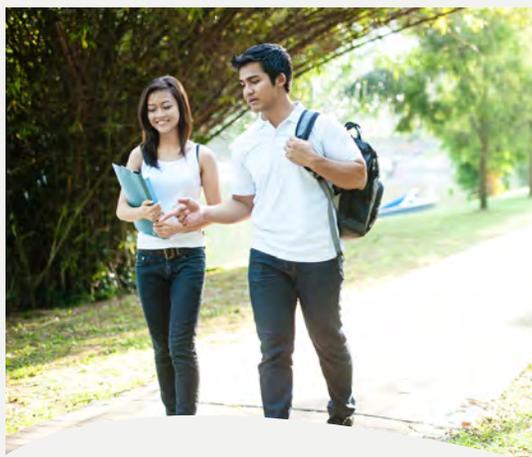
web.peralta.edu/studentservices/pathways

De Anza College:

www.deanza.edu/transfer

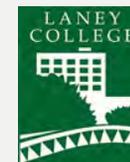
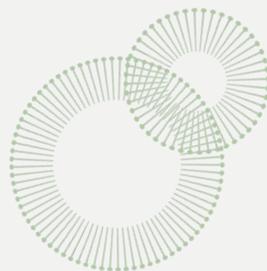


summer.berkeley.edu/pathways



More information:

summer.berkeley.edu/pathways



Berkeley
UNIVERSITY OF CALIFORNIA



How does Pathways work?

Pathways is built on two main components:

1. Comprehensive Advising

You will receive additional advising at your California Community College campus by advisers from UC Berkeley's Center for Educational Partnerships. Pathways advisers will show you how to create an educational plan—a pathway to the preparation of applying to UC Berkeley or another four-year campus.

2. Summer Sessions Courses

You will have the option to enroll—with access to financial aid—in UC Berkeley Summer Sessions and take key prerequisites or gateway courses to your major. Courses will be reflected on an official Berkeley transcript and may satisfy credit at your community college or four-year university or college. Grades earned through Summer Sessions will be factored into your UC Berkeley GPA.



What is Pathways to Four-Year Universities?

Pathways is a program between UC Berkeley and five California Community Colleges (College of Alameda, Berkeley City College, Laney College, De Anza College, Merritt

College) that provides support and resources to California Community College students who intend to transfer to UC Berkeley or another four-year university or college.

Pathways helps students like you complete your degree and graduate in four years.

Why should I participate?

UC Berkeley wants your transfer to Berkeley (or another four-year institution)

to be successful. Often students find themselves ineligible for transfer because they are missing a course or two. Having access to Berkeley advisers during your time at a California Community College will reduce the likelihood that you'll be missing needed requirements. In addition, taking courses over one or two summers will give you the experience of taking courses at Berkeley and give you a feel for the campus and campus life.



How do I become part of Pathways?

If you are enrolled at a participating California Community College these resources are available to you. Contact your Transfer Center to find out when Pathways advisers will be

on your campus, and make an appointment to learn more.

Transfer Planning

Transfer Partnerships

De Anza College has entered into partnerships with several universities to help support the goal of student transfer to four-year colleges and universities.

Click on the appropriate link below to learn more about the program:



[Transfer Planning Home](#)

» [Partnerships Home](#)

TRANSFER SERVICES

[Apply Online](#)

[Articulation Agreements](#)

[ASSIST](#)

[Online Tools & Resources](#)

[Transfer Admission Agreement/Guarantee](#)

[Transfer Credit Guides](#)
(Unofficial)

[Transfer Resources](#)



Pathways to Four-Year Universities

- [Pathways Brochure \[PDF\]](#)
- » [Pathways FAQs](#)

UC Berkeley Center for Education Partnerships

Pathways to Four-Year Universities is a multi-party initiative between the UC Berkeley Center for Education Partnerships, several other UC campuses and four-year universities across the U.S., and five Bay Area community colleges including De Anza College (the other four are Berkeley City College, College of Alameda, Laney College, and Merritt College).

Pathways provides support and resources to students who intend to transfer to UC Berkeley, another UC campus, or any other four-year university. The program is designed to help students complete their degree and graduate in four years and is built on two main components: Comprehensive Advising and Summer Sessions Courses. For more information about Pathways, visit <http://summer.berkeley.edu/pathways>.

UC DAVIS UNDERGRADUATE ADMISSIONS

UC Davis Transfer Opportunity Program (TOP)

The **UC Davis Transfer Opportunity Program (TOP)** represents a collaboration between UC Davis and select Northern California community colleges including De Anza College.

UC Davis TOP Coordinators visit De Anza College and advise students on transfer admission and selection to UC Davis, major preparation, general education, financial aid, housing, internships, study abroad plus other important student services available at UC Davis.

For more information, visit the UC Davis TOP website:

http://admissions.ucdavis.edu/admission/transfers/tr_top.cfm

For more information about upcoming UC Davis TOP Coordinator visits or to schedule an



Student Services

PERALTA COMMUNITY COLLEGE DISTRICT

[Apply & Enroll](#)[Students](#)[Faculty & Staff](#)[District Offices](#)[Governance](#)[Community](#)

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- ▶ [AC Transit EasyPass](#)
- ▶ [EasyPass FAQ](#)
- ▶ [Admissions & Records](#)
- ▶ [Faculty Resources](#)
- ▶ [Counselor Resources](#)
- ▶ [Pathways to Four Year Universities](#)

AC Transit Video



Pathways to Four Year Universities

Pathways to Four Year Universities is a new alliance between UC Berkeley and the Peralta Community College District. Pathways is an agreement that allows for a number of benefits to our colleges and students to pave the way for Peralta students to transfer to UC Berkeley or another four year university. The highlights of the agreement are as follows:

- Pathways places UC Berkeley advisers, through their Center for Educational Partnerships, at the member community colleges. These advisers are meant to have regular availability at our colleges to advise students on transfer requirements to UC Berkeley or other 4-year universities. [CLICK HERE FOR Pathways \(Fall 2014 schedule\)](#)
- Pathways allows Peralta students to take UC Berkeley **Summer Sessions** courses to make progress towards their AA degree at the Peralta Colleges. The summer courses will remain on their UC Berkeley transcript and count toward their degree should they transfer to UC Berkeley.
- Pathways creates a **financial aid consortium agreement** between Peralta and UC Berkeley that allows our colleges to package financial aid (Pell, Cal Grant, and loans) based on UC Berkeley's Summer Sessions' costs to help students pay for their courses at UC Berkeley. The first summer will be **Summer 2014**.
- More information about the Pathways program can be found at summer.berkeley.edu/pathways.

UC Berkeley [Chancellor Birgeneau](#) signing the agreement

Contact Information

Berkeley City College

Dr. May Chen
Vice President of Student Services
(510) 981-2800(510) 981-2800

College of Alameda

Dr. Alexis Montevirgen
Vice President of Student Services
(510) 22-7221

Laney College

Trudy Walton-Keys
Vice President of Student Learning
(510) 834-5740(510) 834-5740

Merritt College

Dr. Audrey Trotter
Interim Vice President of Student Services
(510) 531-4911(510) 531-4911

Student Services

Tuesday 6 January 2015
Powered by [Wordpress](#)

Peralta Community College District

The district comprises four campuses serving northern Alameda County.

Oakland Weather

Conditions for Oakland, CA at 12:53 pm
PST: [Fair, 55 F](#)





Berkeley
UNIVERSITY OF CALIFORNIA

Pathways to Four-Year Universities - Fall Schedule Drop-in Advising Hours (Transfer Centers)

Berkeley City College

Tuesday, September 2nd	10:00am - 2:30pm
Tuesday, September 23rd	10:00am - 2:30pm
Thursday, October 2nd	10:00am - 2:30pm
Tuesday, October 21st	10:00am - 2:30pm
Tuesday, November 4th	10:00am - 2:30pm

Laney College

Tuesday, September 9th	10:00am - 2:30pm
Monday, October 6th	10:00am - 2:30pm
Monday, November 10th	10:00am - 2:30pm

Merritt College

Wednesday, September 3rd	12:00pm - 2:30pm
Thursday, October 9th	1:00pm - 3:00pm
Thursday, November 13th	1:00pm - 3:00pm

College of Alameda

Thursday, September 11th	10:00am - 2:30pm
Thursday, October 16th	12:30pm - 2:30pm
Wednesday, November 19th	12:30pm - 2:30pm



HELPING STUDENTS SUCCEED

TES has helped improve UC/CSU eligibility rates in some of California's most under-resourced communities.

[More about outcomes \(benefits/outcomes.html\)](#)
»



"For both parents and students, knowing that the report about their college eligibility was coming from UC—not from us—was validating."

~ School Assistant Principal (Sacramento, CA)

WHAT IS TES?

Transcript Evaluation Service (TES) is a data tool created by the University of California Office of the President (UCOP) to help aspiring students reach college readiness by showing them where they stand now.

[More about TES \(about/index.html\)](#) »

ABOUT TES

History



[\(about/history.html\)](#) Since 2004, TES has served thousands of students

Benefits (benefits/index.html)



Helping streamline transcript/GPA evaluation

Testimonials



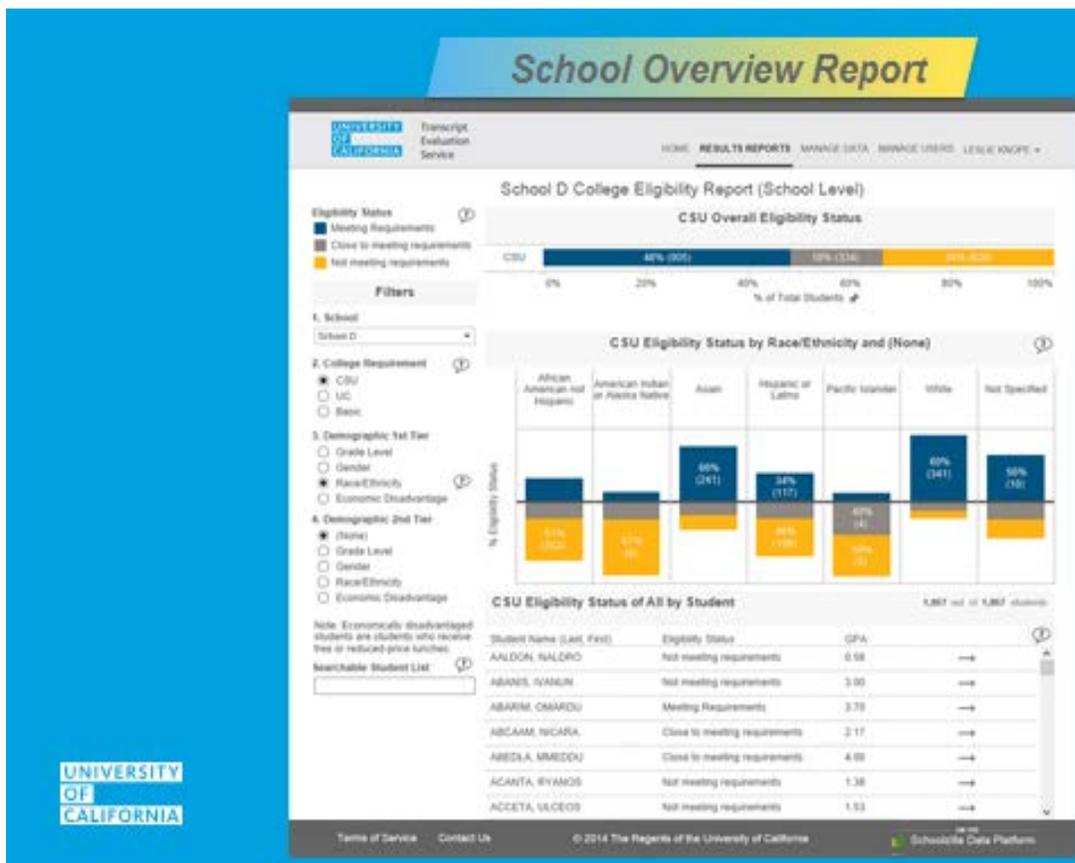
[\(benefits/testimonials.html\)](#)

"TES is a useful tool...for entry to a public school in California."

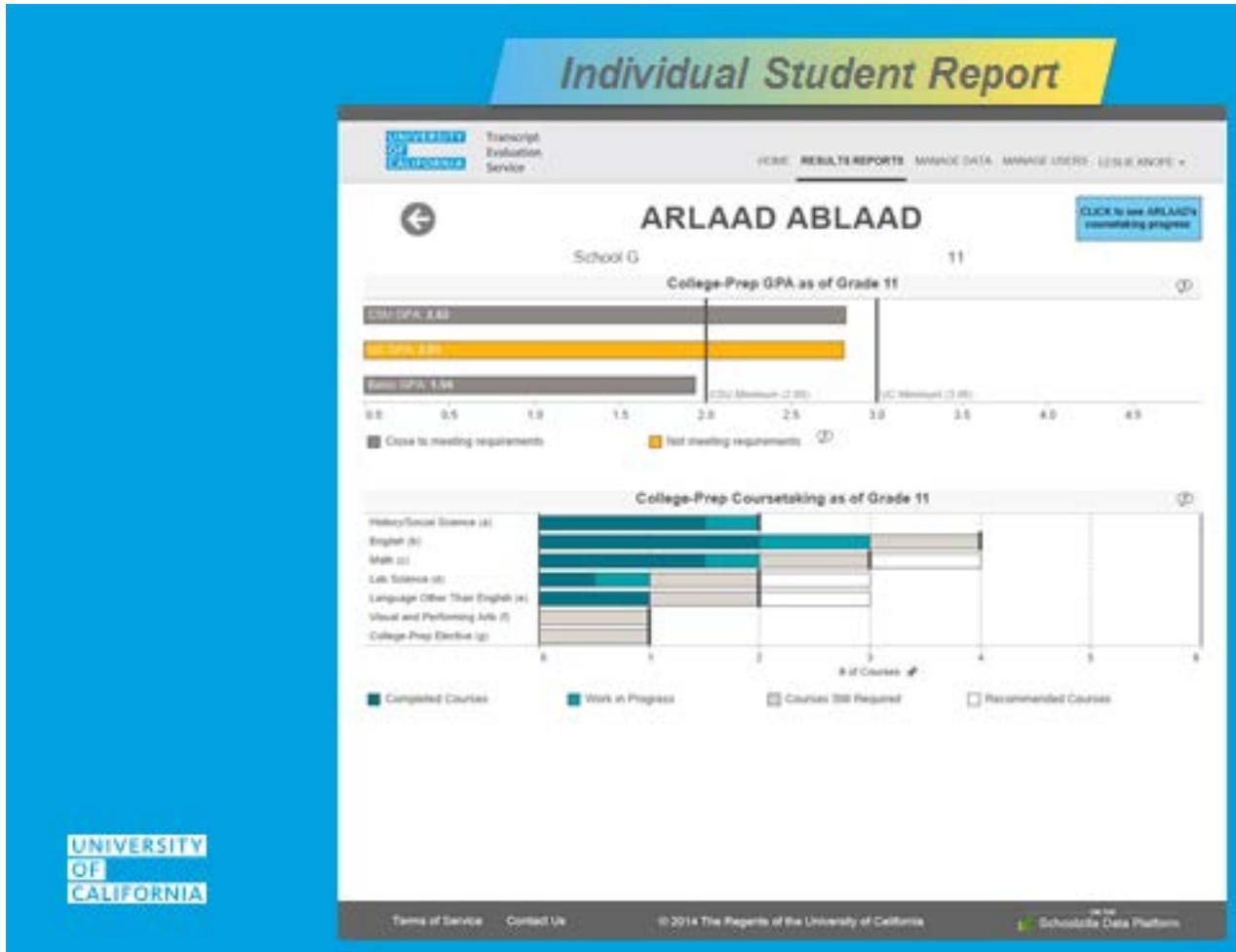
Transcript Evaluation Service (TES) – School Overview Report and an Individual Student Report

These enhanced TES reports are online data dashboards that are dynamic and very user friendly.

A **School Overview Report** shows an overall school eligibility status and allows the user to search the report using student demographic filters.



An **Individual Student Report** shows a student’s overall eligibility with a graphic display of her GPA and the UC Counseling Benchmarks. The report also includes the student’s transcript and grade in each of the “a-g” UC approved courses.



Individual Student Report



Transcript
Evaluation
Service

HOME RESULTS REPORTS MANAGE DATA MANAGE USERS LET'S GET KNIFE



ARLAAD ABLAAD

School G

11

College-Prep Coursetaking Progress as of Grade 11

A/G Category	Total Courses Required for CSU/UC	Completed Courses	Work in Progress	Courses Needed
History/Social Science (H)	2.0	1.0	0.0	0.0
English (E)	4.0	2.0	1.0	1.0
Math (M)	3.0	1.0	0.0	1.0
Lab Science (L)	2.0	0.0	0.0	2.0
Language Other Than English (L)	2.0	1.0	0.0	1.0
Visual and Performing Arts (V)	1.0	0.0	0.0	1.0
College-Prep Elective (C)	1.0	0.0	0.0	1.0
Grand Total	15.0	6.0	1.0	8.0

College-Prep Coursetaking Summary

A/G Category	Dist.	Full Course Name	Full	Spring
History/Social Science (H)	100	Modern World History	A	C
	110	U.S. History	A	
English (E)	90	English 1CP		
	100	English 2	B	C
	110	English 1	A	
Math (M)	90	Algebra CP		
	100	Algebra	C	C
	110	Geometry	C	
Lab Science (L)	100	Biology		
	110	Biology	B	
Language Other Than English (L)	90	French 1	C	C
College-Prep Elective (C)	90	General Science		
Other Academic (O)	90	Fashion Design	C	
		Health & Safety		
	100	630E Leadership	A	A
	110	630E Leadership		
Non-Academic (N)	90	Elective Page	A	
	90	Calix PE	B	B

Letter Grade Legend
■ A, B, or C
■ D, F, or Incomplete
 N/A



Terms of Service Contact Us

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ScholarLife Data Platform

PERSIST To College



Apply & Enroll	Student Services	Departments & Programs	Distance Education	Faculty & Staff	Governance	About BCC
------------------------------------	----------------------------------	--	------------------------------------	-------------------------------------	----------------------------	---------------------------

Navigation

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- [How Can Learning Communities Help Me?](#)

Learning Communities

- [Learning Communities Home](#)
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- [Public & Human Services](#)
- [Spanish Medical Interpreter](#)
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PERSIST To College Home

PERSIST to College (Personal Initiative and Social Transformation – High School Students)

- **Who:** If you are a high school student who wants to start college before graduating from high school, PERSIST to College is for you.
- **What:** This cohort program provides you with a focused transition to college. You may be able to finish one year of college credit while you are still attending high school.
- **Benefits for You:**
 - You learn to work smart, not hard. With advanced approval, the courses you take in PERSIST may be used to fulfill some of your high school courses and requirements.
 - You are part of a learning cohort that provides the support services you need to succeed, including individual counseling, tutoring, mentoring, and educational planning.
 - You receive early priority registration for your first year as a full-time BCC student. This guarantees you access to the classes you want and need to take.
 - You take a College Success course and develop fundamental research, reading, writing and mathematics skills.
 - You work in teams on a semester-long project on how to improve your world.
 - You gain academic skills and insight about the problems facing our communities.
 - You identify your strengths and use them to develop communication and leadership skills. At the same time, you learn math, writing and critical thinking skills crucial to a certificate program or degree.
 - You successfully navigate certificate, transfer and Career and Technical Education (CTE) pathways through PERSIST. You also identify your and your classmates' working styles. Then, you apply what you have learned in team-building and team management while using communication skills which are needed in a variety of jobs.
 - You participate in special events, including a program graduation.
 - You narrow your academic focus in your second semester and take courses that directly meet your academic and career goals.
- **How to Participate:**
 - Complete an orientation program.
 - Take courses part-time with a cohort of your classmates.
 - Attend homework labs and tutoring sessions as directed.
 - Maintain a minimum GPA of 2.5.

You can enroll in fall or spring.

[Learning Communities Calendar](#)

Learning Communities Events

[Back](#) [Next](#)
No events to display.

PERSIST To College
Friday 9 January 2015

Berkeley City College
BCC is one of four colleges in the [Peralta Community College District](#).

Berkeley Weather
Conditions for Berkeley, CA at 7:52 am
PST: [Cloudy, 48 F](#)



PERSIST: APPLICATION

Berkeley City College
2050 Center St., Berkeley, CA 94704
<http://www.berkeleycitycollege.edu/wp/persist/>

Have you applied for EOPS? YES NO

*If you have dependents, have you applied to CARE/Calworks? YES NO

Have you applied for TRIO? YES NO

Other assistance? _____

Have you taken a Math and/or English assessment test? YES NO

Have you completed a Peralta application? YES NO

Have you attended another college? YES NO

If yes please list: _____

How did you hear about PERSIST?

Friend or Family Member Public Event (Recruitment Fair or other) Flyer or Public Post

Referral: if referred, please complete the following:

NAME: _____

ORGANIZATION/AGENCY: _____

OTHER: _____

I may have challenges in the following areas:

Transportation Child Care Housing Other:

Please return this form to: PERSIST Program: persist@peralta.edu or turn into room 114.

Thank you!

Office use:

Reviewed by: _____ Received Date: _____ Contacted Student: _____

Memorandum of Understanding

Pathways to Four-Year Universities

This Memorandum of Understanding ("MOU") is entered into effective December 1, 2014 ("Effective Date") between The Regents of the University of California, on behalf of its Berkeley Summer Sessions ("Berkeley") and Ohlone College ("Ohlone") to create a program ("Program") to facilitate the transfer of students from De Anza to Berkeley and to other four year institutions. The Program will be known as the Pathways to Four-Year Universities Program ("Pathways Program").

1. Berkeley's obligations. Berkeley shall:

- A. Be present at general transfer workshops for students admitted to Ohlone applying for transfer to Berkeley and other UC Campuses to provide advising about transfer curricula.
- B. Provide regular advising appointments at Ohlone for Ohlone students who wish to transfer to Berkeley.
- C. Create and maintain a website that indicates that Berkeley has entered into this MOU with Ohlone (and other community colleges) to participate in the Pathways Program.
- D. Assist Ohlone with recruitment of students from California, the United States of America, and other countries to enroll at Ohlone (and other participating Pathways community colleges) into the Pathways Program.
- E. Provide information and advising, including costs and benefits, for students studying at Ohlone to take Berkeley Summer Sessions courses during the summer periods to continue to make progress towards their 2 year degree and complete coursework for transfer to UC or other four year institutions.
- F. Invite students from Ohlone to apply for transfer admission to Berkeley.
- G. Invite students who are accepted for transfer admission to Berkeley to participate in the Transfer Summer Session in order to enable those students to continue to make progress towards their AA/AS degree and complete coursework for transfer to UC or other four year institutions.
- H. Provide a financial aid budget to Ohlone for those students that are taking courses at Berkeley during Summer Sessions so Ohlone can package the appropriate financial aid for those students.
- I. Enroll Pathways Program students at Berkeley as non-matriculated visiting students.
- J. Notify Ohlone if a student drops below 6 units or withdraws from Berkeley.
- K. If a student drops below 6 units and Ohlone reduces the student's financial aid, return the funds requested by Ohlone within 60 days of such request.

2. Ohlone's obligations. Ohlone shall:

- A. Allow Berkeley access and provide a space for Berkeley advisors to meet with De Anza students.
- B. Create and maintain a website that indicates that Berkeley has entered into this MOU with De Anza (and other community colleges) to participate in the Pathways to Four-Year Universities program.
- C. Jointly with Berkeley recruit students from California, the United States of America, and other countries to enroll at Ohlone in the Pathways Program.
- D. Subject to applicable privacy laws, provide email and mailing addresses for Ohlone students participating in the Pathways Program so that Berkeley staff can reach out to those students to provide advising services and information about summer courses and transfer admission.
- E. Subject to any grant restrictions and availability of grant funds, calculate awards, disburse aid, monitor satisfactory progress, keep records, and monitor satisfactory progress for Ohlone students that enroll in at least six units in Berkeley Summer Sessions before graduating from Ohlone.
- F. Accept units earned at Berkeley, if they meet the minimum grade threshold as set by Ohlone, as units towards the quantitative component of a student's satisfactory academic progress.
- G. Grant degrees if appropriate.
- H. Enroll Ohlone students as matriculated students at Ohlone.

3. Berkeley Tuition. Tuition for courses and fees at Berkeley will be updated annually and can be found at <http://summer.berkeley.edu/registration/fees>.

4. Ohlone Tuition. Tuition for courses and fees at Ohlone will be updated annually and can be found at <http://www.ohlone.edu/org/admissions/fees.html>.

5. Berkeley Room and Board. Fees for Berkeley room and board will be updated annually and can be found at http://www.housing.berkeley.edu/conference/summersess_index.html.

6. Ohlone Room and Board. Ohlone does not offer room and board packages.

7. Financial Obligation. This MOU imposes no financial obligation on either party to make any payment to the other party.

8. **Admission to Berkeley.** Participation in the Pathways Program will not guarantee any Ohlone student admission to Berkeley.

9. **Use of Berkeley Trademarks.** Berkeley grants to Ohlone permission to use Berkeley's trademarks, logos, and trade names (hereinafter, "Berkeley Marks"), included in Exhibit A, hereto attached, for the purposes outlined in this MOU and for the term specified herein. The Berkeley Marks are protected by state, federal, and international laws and their use, beyond the scope of work outlined in this agreement, may not be extended to other media or agreements without prior written permission from Berkeley's Office of Marketing & Business Outreach (<http://ombo.berkeley.edu>). Should this MOU become void or terminated, or upon Ohlone will immediately cease any use of Berkeley's name or marks. Further, initial uses of the Berkeley marks, in connection with the publicizing/advertising of the Pathways program, must be pre-approved by the Offices of Public Affairs (publicaffairs@berkeley.edu) and/or Marketing and Business Outreach (ombo@berkeley.edu). Follow on approvals shall be provided by the marketing departments of Berkeley Summer Sessions, Study Abroad, and Lifelong Learning. Although the Berkeley Marks may be used in connection with the Pathways Program, they should not be integrated or combined with the word "Pathways." Only an official Berkeley trademark licensee may produce any "Berkeley" promotional goods (e.g., pens, pencils, t-shirts, etc.) for giveaway in connection with the Pathways Program. Lists of trademark licensees are available at <http://ombo.berkeley.edu/name/promotion>.

10. **Use of Ohlone Trademark.** Ohlone grants to Berkeley permission to use Ohlone s trademarks, logos, and trade names (hereinafter, " Ohlone Marks"), for the purposes outlined in this MOU and for the term specified herein. The Ohlone Marks are protected by state, federal, and international laws and their use, beyond the scope of work outlined in this agreement, may not be extended to other media or agreements without prior written permission from the Ohlone College President. Should this MOU become void or terminated, Berkeley will immediately cease any use of Ohlone 's name or marks. Further, initial uses of the Ohlone marks, in connection with the publicizing/advertising of the Pathways program, must be pre-approved by the Office of the President, Ohlone College or his/her designee. Follow-on uses of the same type and quantity need not be pre-approved, but Berkeley shall obtain such pre-approval for any different follow-on use. Only an official Ohlone trademark licensee may produce any " Ohlone " promotional goods (e.g., pens, pencils, t-shirts, etc.) for giveaway in connection with the Pathways Program.

11. **Term.** This MOU will expire on August 1,2015, unless earlier terminated by either party on 120 days' written notice.

12. **Notices.** Notices shall be sent as follows:

For Berkeley:

Richard Russo, Dean
Summer Sessions, Study Abroad, and Lifelong
Learning University of California, Berkeley
199S University Ave Berkeley, CA 94704,and

For Ohlone:

Office of the Vice President, Student Services
Ohlone College
43600 Mission Blvd.
Fremont, CA 94539, and

Appendix D, Page 4

Office of Legal Affairs
University of California, Berkeley
200 California Hall
Berkeley, CA 94720-1500

Office of the President/Superintendent
Ohlone Community College District
43600 Mission Blvd.
Fremont, CA 94539

Agreed for UC Berkeley:

Agreed for Ohlone:

Nicholas B. Dirks, Chancellor

Gari Browning, President/Superintendent

Date: _____

Date: _____

EXHIBIT A

BERKELEY MARKS

Word Marks and Logos associated with:

- Berkeley Summer Sessions™
- Berkeley Study Abroad™
- Osher Lifelong Learning Institute™
- Pathways™

The following trademarks may only be used in combination with one of the above marks:

- University of California Berkeley®
- UC Berkeley®

Responsibilities of TES Regional Engagement Representative

(January 2, 2015 – June 30, 2016)

As a TES Regional Engagement Representative the approved campus representative will allocate a percentage of time to assist the UC Office of the President with services related to the Transcript Evaluation Service (TES). The primary role of the regional representative is to provide schools with information, training, and liaison support for the TES.

The TES Engagement Team will include a part-time statewide coordinator and 3-4 regional representatives. In their role, the TES regional representatives will:

1. Conduct phone calls, send electronic communications, track contact with schools through central database, visits to schools and districts, identify and possibly represent TES at regional events, host school, district, and regional trainings.
2. Monitor list of schools and districts within the assigned region that have expressed interest in TES, and following up, using a variety of means, (phone, email, administrator meetings, staff presentations, etc.) to provide timely, accurate, and authoritative information about the service.
3. Identify the school/district's specific implementations support needs, important dates and focus area (school-wide change; direct-student service; etc.), and any special initiatives/partnerships currently underway (that would benefit from TES or would support the school's implementation of TES). Provide overall all support through the onboarding process.
4. Support development of a region's network of well trained UC, state- and federally-funded academic preparation programs (EAOP, Cal-SOAP, Puente, Upward Bound, etc.) to help implement TES at partner and non-partner schools (statute of the program may determine the feasibility of contracting services for a fee). Serving as the initial referral between the school and the implementation support.
5. Work with UCOP to develop and refine web-based training modules, materials, and curriculum to support general and expert understanding of new TES tools, interfaces, and processes for the public and TES users.
6. Provide weekly status update on TES related engagements to monitor turnaround time, regional interest, and to identify recommendations to improve the process and product.

2-3 TES related in-person events per week will require time away from the office, in addition to following up on phone calls and emails. These can be expected in peaks and valleys. However, once a school is up and running and connected with its proper TES program network partner, the reliance on the regional representative should decrease.

UC Career Track Job Family, Function and Description - TES Regional Representatives

K-14 Academic Preparation: Involves planning, developing, and implementing programs, activities, counseling, and advising focused on students' career development. Works with students, alumni, and/or potential employers.

Professional Category - Experienced (LEVEL 3): Experienced professional who knows how to apply theory and put it into practice with in-depth understanding of the professional field; independently performs the full range of responsibilities within the function; possesses broad job knowledge; analyzes problems/issues of diverse scope and determines solutions.

DRAFT

TES Redesigned & Redefined

- **Broader availability:** Available to more schools/districts
- **Faster and more frequent results:** Access TES processing results more quickly and often
- **Seamless data connections:** Accessing data directly from Student Information Systems (SIS)
- **More user friendly:** Enhanced TES results website and reports
- **More support:** Additional resources for how and when to use TES
- **Ripple effects:** More information about SIS data quality and opportunities to improve



Berkeley City College

2050 Center St., Berkeley, CA 94704

(510) 981-2800

Dr. Debbie Budd, President

News for the Board Tuesday, March 25, 2014

- **BCC Launches PERSIST to College this Fall**

This fall, Berkeley City College launches PERSIST to College, an inaugural effort which will allow a student cohort with 11th and 12th graders from Berkeley, Oakland, Emeryville and Richmond high schools, to complete one year of college credit courses while still high school. The 2014-15 pilot project will begin with 35 students and expand to include more cohorts in 2015-16.

Appendix E

References for analysis of cost savings:

- UC Cost of Instruction: *University of California 2015-16 Budget – Chapter 2. Sources of University Funds*, p.56
- Median Income Estimates: *Education Pays* College Board 2013, p.11
- Average Net Price: *College Navigator* Website <http://nces.ed.gov/collegenavigator/>
- Average Financial Aid Levels: Peralta Community College 2014-15 Financial Aid Handbook, Berkeley Financial Aid Office and *UC Berkeley's Cal Answers* data

State Costs		
Instruction	5,000	7,090
Cal Grants	1,648	11,601
SUBTOTAL	6,648	18,691
Lost Tax Revenue:	1,080	2,348
TOTAL	7,728	21,039
Other Institutional		
Instruction		2,610
Student		
Net Cost	8,465	15,974
Lost Wages*	28,160	44,260
TOTAL	36,625	60,234

* assumes students will work an average of 15 hours during the academic year and 40 hours during summer months at an average hourly rate of \$12.

Assumptions: Drop-Outs from the cohort will occur at a rate of 25% over the first two years and 15-20% in subsequent years. Students are eligible for Cal Grant B, but will not apply for it after the first 2 years of community college (reserving eligibility for years at the 4-year institution).

By End of	Peralta Transfer Outcomes				Pathways Transfer Outcomes				Projected Savings	
	Transferred		Drop Outs	Remain in Cohort	Transferred		Drop Outs	Remain in Cohort	State	Students
	%	No.			%	No.				
Year 2	6%	52	116	677	15%	127	57	661	105,181	579,462
Year 3	15%	129	186	530	49%	417	91	336	970,274	7,107,259
Year 4	28%	233	256	356	62%	526	125	193	814,622	5,967,107
Year 5	39%	328	349	168	63%	536	171	138	149,552	1,095,470
Year 6	45%	383	419	43	73%	617	205	23	101,526	743,677
Six-Year Total Savings									2,141,156	15,492,975

Planned Commitment to Action on College Pipeline Initiative

At the planned summit hosted by President Obama at the White House this December, we plan to highlight new commitments by the higher education community, practitioners, philanthropy, members of the private sector, and city and state leaders, to come together to help more low-income students enroll in college and ensure they succeed once they get there. These efforts should align with the general categories in the attached “menu.” Please note that the information provided in this form may be made publicly available as part of this initiative.

A. ORGANIZATIONAL INFORMATION

Commitment By: Nicholas Dirks, Chancellor University of California, Berkeley

Primary Contact Name: Christine Treadway

Phone: 510-643-4107

Email: ctreadway@berkeley.edu

Address: University of California, Berkeley 200 California Hall, Berkeley, CA 94720

B. COMMITMENT SUMMARY

In the space below, provide a summary for any new commitment(s) your organization is making that will make progress towards helping more low-income students reach and succeed in their postsecondary education. While some commitments may reflect a potential scope of work for the coming year, please quantify each commitment to the extent you are able to do so. Please limit your response to no more than six lines of text per commitment. This information will likely form the basis of a fact sheet, report, or similar material, released publicly as part of this initiative.

Chancellor commitment to visit 10 middle or high schools with elected officials in 2014 to encourage early college awareness. This is an expansion of *Achieve UC*, a University of California systemwide program aimed to help low-income, first-generation-college students understand how to prepare for higher education and to encourage them to get on and stay on a path to college. In 2012 more than 10,000 students were reached through this event and there was a more than 10% increase in applications to the University of California from participating schools.

Chancellor commitment of \$500,000 to support Destination College Advising Corps and Transfer Alliance Project services for low-income, first-generation-college and underrepresented students. Destination College places highly trained recent college graduates in underresourced high schools to provide college advising and foster college-going culture. The Transfer Alliance Project provides intensive one-on-one advising, academic enrichment opportunities and application assistance to prospective transfer students at community colleges throughout California.

Partnering with local school districts on establishing new STEM programs for women and underrepresented minorities.

C. COMMITMENT DETAILS

Please provide as much additional detail as you would like for each of the commitments you described above. You should feel free to expand upon the information above, provide background, and note any other information you believe is relevant to the commitment. Note: The subsequent section provides space to describe pre-existing efforts.

School Visits/Archive UC

While it is very important for students facing barriers to higher education to experience and visit college campuses, it is also vitally important for campus and community leaders to bring the message of high expectations and support to K-12 students and their families directly to their communities and schools. Schools where there are large numbers of low-income and first-generation-college students may only be a half-hour away from the Berkeley campus, but it is a much longer distance in the minds and experience of students and their families. The message--it is not about where you go to high school or where you come from that determines whether you go to UC--it is the wealth of your ambitions and achievements coupled with the resources UC has to offer to help you and your family manage the cost. Therefore the aim is to inspire students to see themselves as college material—and back that up with practical support to help them realize those ambitions. Learning that more than half of UC undergraduates who are California residents pay zero tuition thanks to the Blue and Gold Plan and other programs is an important part of the message. Students hear that if they do their job---study hard, take the right courses and tests to qualify—we'll do ours and make sure there is a place for them at UC and provide the financial assistance to help students get there and be successful.

Destination College Advising Corps

A partnership with the National College Advising Corps, Destination College is a near-peer model that places full-time advisors who are recent college graduates (primarily Berkeley grads) in underresourced high schools throughout the state. The majority of Advisors are themselves from underrepresented and low-income communities and are the first in their families to attend college. They serve as powerful role models and easily relate to high school students in ways that others cannot. Advisors serve in collaboration with teachers, counselors, and administrators with a focus on improving the school's college-going culture and assisting students with the college application process.

DCAC Advisers held over 12K individual student sessions with over 4,500 high school students.

DCAC Advisers facilitated over 1,800 workshops through out the 23 partner school sites.

DCAC Advisers helped school site partners to secure over 2.7M in scholarship dollars.

From the 2010-11 National Evaluation, students who have met with an adviser are:

- 76% more likely to attend a financial aid workshop
- 18% more likely to take the SAT

- 25% more likely to apply to college and 20% more likely to be accepted into college
- 34% more likely to be accepted to four-year college

Destination College Advising Corps began with funding from the Jack Kent Cooke Foundation in 2007. Berkeley was one of 10 institutions selected to receive a \$1M grant to form the National College Advising Corps. Subsequent expansions of the Berkeley program were funded by the Doris and Donald Fisher Fund and other local foundations. Today's financial model includes core funding from the National College Advising Corps (including major foundation support), matching contributions from local schools and districts, and growing support from local funders. Chancellor Dirks funding commitment will provide resources to encourage additional schools and districts to participate and will be augmented by an increased emphasis on major gift fundraising for this and other Berkeley college access initiatives.

Transfer Alliance Project

The majority of California high school graduates from low-income, first-generation and underrepresented backgrounds who pursue higher education enroll in community college, often with dreams of transferring to the University of California. However at least 60% of California's community college (CCC) students either drop out or abandon plans to transfer within their first semester at a CCC.¹

Furthermore, transfer admission to Berkeley is nearly as competitive (24.5%) as freshman admission (20.9%), so increased access for underrepresented students will not be accomplished by merely getting more students to apply. It is essential that we identify students prior to or very early in their community college studies and help ensure that they become competitive for admission.

With over 100 majors and many different college and professional school pre-requisites, Berkeley's articulation with courses at 112 separate community colleges is very complex and ever changing, presenting a challenge even for the most seasoned and experienced professional advisor. For aspiring transfer students, academic planning and course selection is a daunting task that often results in missteps, wasted effort, and academic deficiencies.

The Transfer Alliance Project (TAP) is a highly successful model employing expert Berkeley staff to provide personalized assistance to aspiring transfer students at California community colleges. The goal is to prepare low-income, first generation and underrepresented students to be competitive applicants for transfer to UC Berkeley and other higher education institutions. Through one-to-one advising, TAP staff members help students design individualized course plans, constantly track and monitor academic progress, facilitate appropriate interventions and referrals, and assist with applications for transfer admissions and financial aid.

TAP recruits community college bound students from Berkeley's high school academic preparation programs and partner high schools. Recruitment also takes place at partner community colleges in collaboration with transfer centers and programs that serve the target population. In addition to intensive advising services, TAP offers multiple opportunities for students to visit campus and experience success prior to applying for transfer, including summer research internships, summer course enrollment, and concurrent enrollment during the academic year

¹ Anne Driscoll, "[Beyond Access: How the First Semester Matters for Community College Students' Aspirations and Persistence](#)," a Policy Analysis for California Education brief, 2007

Over the past ten years, Transfer Alliance Project students were admitted to UCB at almost three times the overall rate for transfer admissions (82-94% compared to overall UCB rates of 24-30%). TAP students admitted to UCB have enrolled at rates that range from 73% to 96%, also exceeding UCB's overall transfer enrollment rates. Since 1999, TAP students have accounted for 17% of under-represented UCB transfer students.

D. ONGOING EFFORTS TO SUPPORT SUCCESS FOR LOW-INCOME STUDENTS

If you are interested in describing existing efforts that your new commitment is building on, please do so below. While you may provide additional supplemental details, please limit a summary description to no more than four lines.

Achieve UC: As a result of an increase in applications in schools with large numbers of low-income students visited by campus and system-wide leadership since 2011, *Achieve UC* has become an annual event. Chancellors often go to one or two schools and Chancellor Dirks is committing to visiting 10 middle and high schools in 2014 to bring the message of college awareness and support.

Since the 1970's, **UC Berkeley's Center for Educational Partnerships** has fostered relationships and created and implemented a variety of approaches to increase college access and success for low-income, first generation to college students. Those approaches include: (partial list)

- Intensive advising and counseling in K-12 and community college including near-peer programs with trained recent Berkeley grads
- Securing mentors for K-12 and Community College students
- Educating students, families and school staff on financial aid opportunities including undocumented students
- Providing academic opportunities on campus for students to visit and study
- Developing a model public charter school serving the targeted population (CAL Prep)
- Collaborating with the Office of Admissions and Financial Aid to ensure that all students and their families are receiving up-to-date information on their options and opportunities
- Creating school and district-wide systemic change programs to build college-going culture in schools and communities through professional development and curriculum for students and families (Spanish and English)
- Training for counselors on best practices in the college access field
- Integrating college-going into core curriculum (e.g. English classes)

In all, CEP's eleven programs provide services free-of-charge to well over 60,000 students in CA annually including summer enrichment programs on campus. In addition more than 35,000 students are served through CEP's school-wide and systemic change programs working with over 8,000 educators. CEP works at 125 K-12 and 68 Community Colleges throughout California.

Excerpts from: BERKELEY CITY COLLEGE 2015-18 STUDENT EQUITY PLAN

Executive Summary

Diversity and equity efforts are important because they are fundamental to quality and excellence. Moreover, diversity is more than a black-and-white binary; it now includes race, ethnicity, gender, sexual orientation, disability, nationality, religion, and a host of other dimensions. Conversations around equity should take into consideration these dimensions as well as special populations, such as foster youth, active military and veterans, and students with disabilities.

Target Groups

Data and analysis from fall semester 2008 to spring semester 2014 will show that five specific populations of Berkeley City College (BCC) students have gaps in academic outcomes that require College intervention. These five student populations are:

- **African American Students**
- **Latino and Latina Students**
- **Active Military and Veteran Students**
- **Students with Disabilities**
- **Current or Former Foster Youth**

❖ 2014-2015 BCC Annual Goals

- Goal 1: Meet BCC resident student FTES target (3,939), and achieve Total FTES of 4500 FTES by preserving and nourishing resources. Meet PCCD resident student FTES Goal of 19,501.
- **Goal 2: Increase certificate and degree completion and transfers to four-year colleges or universities by inspiring and supporting students and maintaining high-quality educational programs.**
- **Goal 3: Improve career and college preparation, progress, and success rates (successfully transition students from pre-transfer foundation courses to college-level courses, as well as to CTE and careers.)**
- Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.
- Goal 5: Collaborate to ensure Fiscal Stability.

ESL and Pre-transfer Foundational Skills Completion

Goals with Measurable Outcomes

- I. Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively.
- II. Increase student pre-transfer foundational English course completion rates for two student populations (African Americans and active military and veterans) to 70 percent by the end of spring semester 2017.
- III. Increase student pre-transfer foundational math course completion rates for all student populations to a minimum 60 percent threshold by the end of spring semester 2017. The EMP will establish a 70 percent threshold goal sometime before 2024. Asian students are close to realizing this goal, but all other student populations are struggling to meet this target.

Activities

- Continue to provide resources for pre-transfer foundational course and program faculty and staff and to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as **formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.**
- On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.
- **Formalize the memorandum of understanding between BUSD and BCC for the PERSIST to College Program (PTC) by the end of spring semester 2015. PTC will be a stepping-stone for enrollment into PSPP.**
- Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015.
- Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.
- Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

Transfer Rates

Goals with Measurable Outcomes

- I. Identify current and former foster youth students at BCC and generate student outcome data by the end of spring semester 2015 to then develop a plan to serve this student population more effectively.
- II. Increase transfer rates for all student populations, with targeted efforts to increase transfer rates for Latinos and African American students by 10 percent annually through the end of spring semester 2018.
- III. Increase the number of student transfers to CSU by 100 percent by the end of spring semester 2018.

Activities

- Continue to operate and expand the remarkable work of BCC's Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.
- **Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.**
- **Strengthen BCC's partnership with UCB's Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.**
- Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

UNIVERSITY OF CALIFORNIA
BERKELEY



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MEMORANDUM OF UNDERSTANDING

This document shall serve as a Memorandum of Understanding (MOU) between SUMMER SESSIONS, STUDY ABROAD & LIFELONG LEARNING ("SSALL") and CENTER FOR EDUCATIONAL PARTNERSHIPS ("CEP") for supporting the new program, *Pathways to Four Year Universities*, with the purpose of serving and advising students wanting to transfer to UC Berkeley from community colleges.

The terms and conditions of the MOU are as follows:

1. CEP will provide services of Transfer Alliance Project Coordinators (1.0 FTE total) to be present at welcome orientations and transfer workshops for students at the partner community colleges to provide advising about transfer curriculum and applying for transfer to UC Berkeley and other UC campuses. Partner community colleges include, but not limited to, De Anza-Foothill Colleges, Peralta Colleges (Berkeley City College, College of Alameda, Laney College, Merritt College), City College of San Francisco and Diablo Valley College.
2. CEP will provide regular advising at the community college an average of 3 days per week for students who wish to transfer to UC Berkeley and other 4-year institutions. Additional work on behalf of Pathways will take place in the CEP offices and other campus locations.
3. CEP's advising philosophy and service details are outlined in the *Appendix* of this MOU.
4. CEP will provide information and advising for students studying at the community college to take Berkeley Summer Sessions courses during the summer period to continue progress towards completion of 2-year degrees and coursework for transfer to UC and other 4-year institutions.
5. SSALL will cover the cost of 1.0 FTE Transfer Coordinator and the cost of travel and expenses as detailed in the following proposed budget:

Salary and Benefits

1.0 FTE Coordinator Salary: **\$55,000**

Benefits @ 40.1%: **\$22,055**

Other Expenses

Travel to Community Colleges: **\$2,500**

(Mileage reimbursement: average 35 miles, 3x/wk for 40 wks @ \$0.55/mile: \$2,330)

(Parking and Tolls: \$170)

Telephone Expense: \$100/mo x 12 mos = **\$1,200**

Office Supplies (papers and other consumables): **\$300**

Rent Expense: 150 sq ft @ 2.25/sq ft x 12 mos = **\$4,050**

TOTAL (Year One): \$85,105

6. SSALL will provide this funding on or around July 1 every year. This funding results in an 1.0 FTE dedicated to *Pathways to Four Year Universities* program, and the commitment is not reduced by demands from other CEP programs.
7. If the position becomes open, and all funds are not expended on this position, the unused funds will be returned to SSALL.

Appendix G, Page 2

8. Should the position be cut by CEP for any reason, SSALL's obligation to pay for it would end immediately.
9. SSALL will create and provide marketing collaterals (design and production) for the program in collaboration with CEP (contents).
10. SSALL will create and host online application and student database for the program.
11. All changes to this agreement must be confirmed in writing.
11. Either party may end this agreement with a minimum of 90-day notice.

APPENDIX

The advising CEP provides to California community college students is based on an intensive one-on-one case management model which utilizes the extensive Berkeley transfer-specific knowledge of its staff members, the program's philosophy that each student's road to academic success is the center and focus of the program's work, and the staff's commitment to do whatever is necessary and appropriate to promote and enhance that success.

Transfer advising is very complex and requires knowledge of the specific details and ever-changing requirements necessary to transfer to Berkeley. Yet, it is in only knowing and fulfilling these detailed requirements that a student, even with the strongest academic background, can transfer to Cal. Accordingly, our advisors are thoroughly familiar with the information and knowledge to mentor and advise students for transfer to Berkeley. This critical information includes the specific courses (articulation) at the 112 California community colleges to which the university will give credit, breadth requirements, and the specific major course preparation needed to transfer into each of the 100+ Berkeley majors. Moreover, comprehensive transfer advising requires not only knowing the details of these requirements, but also a keen awareness of what the various Colleges and Schools at Cal seek in a successful transfer application. This includes not only the fulfillment of requirements and the academic level they are expected to be fulfilled, but also the presentation of the application as a whole, including personal essays and extra-curricular activities. This knowledge is of particular benefit to community college transfer students, as often they are the first in their family to graduate from high school, and the myriad of requirements and expectations can be overwhelming and, without discerning transfer advice, deterring.

Our model provides one-on-one advising with each student to best coach and groom him/her for academic success. We constantly track and monitor the student's academic progress, engage in interventions, referrals, and adjustments that benefit the students, and work around the students' busy schedules. Advising staff meets individually with each student at least once each semester at the community college, and many times will meet more often if a student requires additional counseling. Additionally, staff advises the student by phone or email, if necessary. In fact, advisors often contact students two times a semester simply to see how the students are doing, answer any questions that may have arisen since the last appointment, and offer encouragement. Because each staff has a specific student caseload by community college, each student establishes a relationship with a single advisor for the duration of their engagement. The staff person thus knows the student well and is able to best intervene or assist when necessary.

During each advising session, the advisor engages in numerous student-centered activities/actions, including academic counseling, course planning, review of class performance, academic progress, as well as identifying and finding solutions to problems that may be hindering the student from performing at their potential. These problems may include difficulties interacting with instructors, the need to develop particular study/time management skills, or family problems. When necessary, staff will refer students for outside assistance, such as tutoring. When it is time to apply to a baccalaureate-granting institution, staff are very active in advising students how to prepare the transfer application. This includes reviewing personal statements and, if necessary, providing assistance in filling out the actual application. Because financial issues are of such importance to many community college students, staff also advise students regarding financial aid and keep them apprised of and assist them in applying for scholarships.

Many community college students are granted a fee waiver by the University of California to apply free to four UC campuses. Staff advise them to apply strategically to three other UC campuses that are at varying levels of selectivity in admissions to enhance the probability that they will be accepted at one of the campuses.

Our model also advises students who were not admitted to Berkeley on how to best craft an appeal to be re-considered for admission. This requires staff to conduct a complex and strategic assessment of the student's initial application, relative to students who were admitted, and advise the student accordingly on behalf of

their appeal.

The dynamic and complex advising provided by staff is the genesis for our success with aspiring transfer students. Advisors individually work with each student to complete an education plan that details the courses the student will take for the duration of their community college career, including, whenever possible, UC Berkeley concurrent enrollment and summer coursework. The Student Education Plan (SEP) ensures the student will complete all the specific requirements necessary for UC-eligibility, General Education, and the course requirements to transfer in the specific major that they have identified. Prior to developing the SEP, however, the advisor discusses with the student his/her educational and career goals, and the diversity of undergraduate majors and multiple pathways that can support the attainment of those goals. This is a critical piece of our advisement, as the lack of this awareness has proven to be a major barrier for transfer admission for many community college students. Without this information, many apply to a handful of very impacted majors, mistakenly believing that it is only through highly impacted majors that they can accomplish their goals of going into careers such as business, law, and medicine. Accordingly, included in this advisement is a discussion of the benefits/liabilities regarding the different disciplines and pathways that lead to particular goals (e.g., graduate school, professional school, career, etc.), and which major(s) the student would be most competitive for transfer admission.

At each meeting, the staff and student consult the SEP to assess how the student is progressing. Simultaneously, the advisor is open to adjusting the SEP where necessary, such as a change in major or a need to take fewer or different courses per term because of work demands, family responsibilities, the accelerated pace of the course, or a compressed academic calendar. Staff are intimately aware of the academic achievement required to successfully transfer into each specific Berkeley major and make these expectations clear in their advisement, particularly if students are performing below that level. At the same time, however, staff provide students with the tools, resources, and constant encouragement necessary to aspire to meet these expectations.

The encouragement provided to students is a crucial component of staff advising. Since many community college students come from disadvantaged backgrounds, they often become educational pioneers for their family simply by contemplating a four-year degree. Because they often lack role models, however, our advisors become their role models. Due to their long history of success with community college students, our advisors speak and encourage with authority, giving confidence to the students that they are indeed Berkeley material. As one former community college student now at Cal remarked, "My friends and family would tell me that I could be successful in transferring, but they did not speak from knowledge or experience. Your advising staff was composed of former transfer Berkeley students and they had advised hundreds of other students from my background to transfer successfully to Berkeley. Their constant encouragement gave me the confidence and tenacity to work hard in my studies and to believe that I could transfer to Berkeley."

SAMPLE

Memorandum of Understanding

Pathways to Four-Year Universities

This Memorandum of Understanding ("MOU") is entered into effective ("Effective Date") between The Regents of the University of California, on behalf of its Berkeley Summer Sessions ("Berkeley") and [Institution B] to create a program ("Program") to facilitate the transfer of students from [Institution B] to Berkeley and to other four year institutions. The Program will be known as the Pathways to Four-Year Universities Program ("Pathways Program").

1. Berkeley's obligations. Berkeley shall:

- A. Be present at general transfer workshops for students admitted to [Institution B] applying for transfer to Berkeley and other UC Campuses to provide advising about transfer curricula.
- B. Provide regular advising appointments at [Institution B] for [Institution B] students who wish to transfer to Berkeley.
- C. Create and maintain a website that indicates that Berkeley has entered into this MOU with [Institution B] (and other community colleges) to participate in the Pathways Program.
- D. Assist [Institution B] with recruitment of students from California, the United States of America, and other countries to enroll at [Institution B] (and other participating Pathways community colleges) into the Pathways Program.
- E. Provide information and advising, including costs and benefits, for students studying at [Institution B] to take Berkeley Summer Sessions courses during the summer periods to continue to make progress towards their 2 year degree and complete coursework for transfer to UC or other four year institutions.
- F. Invite students from [Institution B] to apply for transfer admission to Berkeley.
- G. Invite students who are accepted for transfer admission to Berkeley to participate in the Transfer Summer Session in order to enable those students to continue to make progress towards their AA/AS degree and complete coursework for transfer to UC or other four year institutions.
- H. Provide a financial aid budget to [Institution B] for those students that are taking courses at Berkeley during Summer Sessions so [Institution B] can package the appropriate financial aid for those students.
- I. Enroll Pathways Program students at Berkeley as non-matriculated visiting students.
- J. Notify [Institution B] if a student drops below 6 units or withdraws from Berkeley.

- K. If a student drops below 6 units and [Institution B] reduces the student's financial aid, return the funds requested by [Institution B] within 60 days of such request.

2. **[Institution B] obligations.** [Institution B] shall:

- A. Allow Berkeley access and provide a space for Berkeley advisors to meet with [Institution B] students.
- B. Create and maintain a website that indicates that Berkeley has entered into this MOU with [Institution B] (and other community colleges) to participate in the Pathways to Four-Year Universities program.
- C. Jointly with Berkeley recruit students from California, the United States of America, and other countries to enroll at [Institution B] in the Pathways Program.
- D. Subject to applicable privacy laws, provide email and mailing addresses for [Institution B] students participating in the Pathways Program so that Berkeley staff can reach out to those students to provide advising services and information about summer courses and transfer admission.
- E. Subject to any grant restrictions and availability of grant funds, calculate awards, disburse aid, monitor satisfactory progress, keep records, and monitor satisfactory progress for [Institution B] students that enroll in at least six units in Berkeley Summer Sessions before graduating from [Institution B].
- F. Accept units earned at Berkeley, if they meet the minimum grade threshold as set by [Institution B], as units towards the quantitative component of a student's satisfactory academic progress.
- G. Grant degrees if appropriate.
- H. Enroll [Institution B] students as matriculated students at [Institution B].

3. **Berkeley Tuition.** Tuition for courses and fees at Berkeley will be updated annually and can be found at <http://summer.berkeley.edu/registration/fees>.

4. **[Institution B] Tuition.** Tuition for courses and fees at [Institution B] will be updated annually and can be found at [enter site].

5. **Berkeley Room and Board.** Fees for Berkeley room and board will be updated annually and can be found at http://www.housing.berkeley.edu/conference/summersess_index.html.

6. **[Institution B] Room and Board.** [Institution B] does not offer room and board packages.

7. **Financial Obligation.** This MOU imposes no financial obligation on either party to make any payment to the other party.

8. **Admission to Berkeley.** Participation in the Pathways Program will not guarantee any [Institution B] student admission to Berkeley.

9. **Use of Berkeley Trademarks.** Berkeley grants to [Institution B] permission to use Berkeley's trademarks, logos, and trade names (hereinafter, "Berkeley Marks"), included in Exhibit A, hereto attached, for the purposes outlined in this MOU and for the term specified herein. The Berkeley Marks are protected by state, federal, and international laws and their use, beyond the scope of work outlined in this agreement, may not be extended to other media or agreements without prior written permission from Berkeley's Office of Marketing & Business Outreach (<http://ombo.berkeley.edu>). Should this MOU become void or terminated, or upon [Institution B] will immediately cease any use of Berkeley's name or marks. Further, initial uses of the Berkeley marks, in connection with the publicizing/advertising of the Pathways program, must be pre-approved by the Offices of Public Affairs (publicaffairs@berkeley.edu) and/or Marketing and Business Outreach (ombo@berkeley.edu). Follow on approvals shall be provided by the marketing departments of Berkeley Summer Sessions, Study Abroad, and Lifelong Learning. Although the Berkeley Marks may be used in connection with the Pathways Program, they should not be integrated or combined with the word "Pathways." Only an official Berkeley trademark licensee may produce any "Berkeley" promotional goods (e.g., pens, pencils, t-shirts, etc.) for giveaway in connection with the Pathways Program. Lists of trademark licensees are available at <http://ombo.berkeley.edu/name/promotion>.

10. **Use of [Institution B] Trademark.** [Institution B] grants to Berkeley permission to use [Institution B] trademarks, logos, and trade names (hereinafter, "[Institution B] Marks"), for the purposes outlined in this MOU and for the term specified herein. The [Institution B] Marks are protected by state, federal, and international laws and their use, beyond the scope of work outlined in this agreement, may not be extended to other media or agreements without prior written permission from the [Institution B] President. Should this MOU become void or terminated, Berkeley will immediately cease any use of [Institution B] name or marks. Further, initial uses of the [Institution B] marks, in connection with the publicizing/advertising of the Pathways program, must be pre-approved by the Office of the President, [Institution B] or his/her designee. Follow-on uses of the same type and quantity need not be pre-approved, but Berkeley shall obtain such pre-approval for any different follow-on use. Only an official [Institution B] trademark licensee may produce any "[Institution B]" promotional goods (e.g., pens, pencils, t-shirts, etc.) for giveaway in connection with the Pathways Program.

11. **Term.** This MOU will expire on [enter date], unless earlier terminated by either party on 120 days' written notice.

12. **Notices.**

EXHIBIT A

BERKELEY MARKS

Word Marks and Logos associated with:

- Berkeley Summer Sessions™
- Berkeley Study Abroad™
- Osher Lifelong Learning Institute™
- Pathways™

The following trademarks may only be used in combination with one of the above marks:

- University of California Berkeley®
- UC Berkeley®

You are NOT being graded - please answer the following questions as best you can. This is a volunteer/optional

Fill in the circles completely: Correct NOT Correct

Today's Date _____ School _____ Grade _____ Gender: Male Female

1. Do any of your parents/guardians have a college degree? Yes No Don't Know

2. Race/Ethnicity

African American American Indian Alaskan Native Asian American Chicano(a) Latino(a) Filipino Hawaiian / Pacific Islander Southeast Asian White / Caucasian Other / Multi-racial

3. In the past month, how often have you spoken to the following people about going to and preparing for college?

	Never	Rarely (1-2 times)	Occasionally (most days)	Every Day	Don't Know
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Family/Guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What is the highest level of education you expect to receive? (Choose one)

High school or less Job-related training certificate
 2-yr (community college) degree 4-yr college/university degree
 Advanced degree (M.A/M.S, Ph.D., etc) I don't know

5. Do you think the following people expect you to go to college?

	Definitely No	Probably No	Probably Yes	Definitely Yes	I don't know
Teachers	<input type="radio"/>				
Parents/Family/Guardians	<input type="radio"/>				
Counselors	<input type="radio"/>				
Friends	<input type="radio"/>				

6. Do you think you have the potential to succeed in college?

Definitely Not Probably Not Probably Yes Definitely Yes I don't know

7. Do you plan to continue your education after high school?

Definitely Not Probably Not Probably Yes Definitely Yes I don't know

If not, what do you plan to do after high school? _____

8. Do you feel you can afford college?

Definitely Not Probably Not Probably Yes Definitely Yes I don't know

9. Do you think you will be able to get Financial Aid?

Definitely Not Probably Not Probably Yes Definitely Yes I don't know

10. What is your dream school if there were no restrictions on where you could go to college?

Community College Questions

11. If you are not eligible to apply to a UC or CSU what is your best option for where to go to college so you can transfer to a UC/CSU?

- A business college
- A for profit college
- An online college
- A California Community College

12. Which one of these statements is true about community colleges in California? (Choose one)

- Community colleges are more expensive than the University
- You must have a 3.0 GPA to get into community college
- You can transfer from a community college to a 4 year university
- There are 25 community colleges in California
- None of the above

13. Which one of these statements is true about community college coursework? (Choose one)

- Coursework is the same as in high school
- Coursework is easier than a 4-year university
- Coursework is just as rigorous as a 4-year university
- Coursework does not require as much reading or studying

14. What is the minimum GPA required for the community college system? (Choose one)

- 2.0
- 3.0
- 4.0
- None Required
- I Don't Know

15. What is the highest degree you can achieve at a community college? (Choose one)

- Scholar Degree
- Bachelor Degree
- Associate Degree

16. Name two California Community Colleges:

17. When can you apply for admissions to a California community college? (Choose one)

- November 1st-30th
- October 1st-November 30th
- Almost any time, but it's recommended you apply early

18. How many community colleges are there in California?

- 12
- 72
- 112
- 202

19. The majority of undergraduate students in California attend which college system?

- California State University (CSU)
- University of California (UC)
- California Community Colleges
- Private colleges and universities
- None of the above

20. Four students from different colleges (with exact same grades, backgrounds, and experiences) are applying to transfer to UCLA. Which transfer applicant has a higher priority for admissions?

- Transfer applicant from San Jose State
- Transfer applicant from Stanford University
- Transfer applicant from a California Community College
- Transfer applicant from UC Riverside

UC Berkeley – Center for Educational Partnerships
Community College to Four-Year Transition

Today's Date _____ CC _____ Year _____ Gender Male
 Female

1. Do any of your parents/guardians have a college degree? Yes No Don't Know

2. Race/Ethnicity

African American	American Indian Alaskan Native	Asian American	Chicano(a) Latino(a)	Filipino	Hawaiian / Pacific Islander	Southeast Asian	White / Caucasian	Other / Multi-racial
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I am on-track to be eligible for transfer from a California community college to a California four-year public university if I:

- Complete 60 transferable credits
- Complete transferable English
- Complete transferable Math
- Complete IGETC if it is required for my desired major
- Complete all of the major pre-requisites before transferring
- All of the above

4. What's the minimum GPA required for each of the following college systems?

	2.0	2.5	3.0	3.5	4.0	None Required	Don't Know
California State University	<input type="radio"/>						
University of California	<input type="radio"/>						

5. What is the name of the form you need to complete to apply for Financial Aid? _____

6. Which one is true of a student who is undocumented? (Choose one)

- An undocumented student can attend a CA public college or university
- An undocumented student is eligible for any CA financial aid, but not eligible for federal financial aid
- If an undocumented student meets certain eligibility criteria, he/she can pay the lower resident (in-state) tuition at a public California college or university.
- An undocumented student has scholarship opportunities available to him/her
- An undocumented student can attend a CA public college or university
- All of the above

TRUE FALSE

- | | | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | 7. You can only get a scholarship if you are a straight A student. |
| <input type="radio"/> | <input type="radio"/> | 8. In order to apply for financial aid, I have to pay a fee. |
| <input type="radio"/> | <input type="radio"/> | 9. An AA degree is required for transfer |
| <input type="radio"/> | <input type="radio"/> | 10. It is okay to complete some of my major pre-requisite courses during the summer before I enroll in a UC |

11. In the past month, how often have you spoken to the following people about going to and preparing for college?

	Never	Rarely (1-2 times)	Occasionally (most days)	Every Day	Don't Know
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Family/Guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What is the highest level of education you expect to receive? (Choose one)

- | | |
|--|--|
| <input type="radio"/> High school or less | <input type="radio"/> Job-related training certificate |
| <input type="radio"/> 2-yr (community college) degree | <input type="radio"/> 4-yr college/university degree |
| <input type="radio"/> Advanced degree (M.A/M.S, Ph.D., etc.) | <input type="radio"/> I don't know |

13. Do you think the following people expect you to go to college?

	Definitely Not	Probably Not	Probably Yes	Definitely Yes	Don't Know
Teachers	<input type="radio"/>				
Parents/Family/Guardians	<input type="radio"/>				
Counselors	<input type="radio"/>				
Friends	<input type="radio"/>				

14. Do you think you have the potential to succeed in college? (Choose one)

- Definitely Not Probably Not Probably Yes Definitely Yes Don't Know

15. Do you plan to continue your education after high school? (Choose one)

- Definitely Not Probably Not Probably Yes Definitely Yes Don't Know

If not, what do you plan to do after high school? _____

Please use the following 1-5 scale with ONE representing highly disagree and Five representing highly agree.

<i>Your community college experience...</i>	Highly Disagree 1	2	3	4	Highly Agree 5
I know exactly what I want to achieve by going to community college	<input type="radio"/>				
As a student at my community college, I feel my contribution to the college is valued	<input type="radio"/>				
I participate in class in some way in almost every class period	<input type="radio"/>				
I have joined at least one study group while at community college	<input type="radio"/>				
I have talked to at least one of my instructors outside of class this semester	<input type="radio"/>				
I am involved in at least one extracurricular activity at the community college	<input type="radio"/>				
I am able to pay the costs of my education including tuition, books, transportation....	<input type="radio"/>				
I am able to balance the responsibilities of school, family and work	<input type="radio"/>				
I know at least two programs on my community college campus that can help support me in my work to be successful	<input type="radio"/>				
I took a student success course in community college	<input type="radio"/>				
I have sought out getting help with my classes through tutoring	<input type="radio"/>				

Appendix H, Page 5

When I get to a four year college or university...

	Highly Disagree 1	2	3	4	Highly Agree 5
I am confident that I will find a community of students that I will be able to relate to at a four year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to meet the costs of a four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am secure that I will know where to go when I need support/questions answered at the four year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence in my abilities to do well in a four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am prepared to do the reading and writing required of me at the four-year college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what I want to study and how that course of study fits into my goals for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the various options that are available in CA for me to continue my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been encouraged by my instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been encouraged by counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well prepared to transfer and take four year college classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been provided with solid information regarding the transfer process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been given help with the application process to four year schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the financial aid process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to financial aid resources and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been advised as to what classes I need to take to transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to take classes at a four-year college or university while in community college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have visited four-year colleges and universities while in community college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have talked to students who successfully transferred from community college to four year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey to be given to High School counselors/college advisers as regards using TES as an advising tool to better ease the transition from High School to Community College

Purpose of Survey:

- To assess how HS counselors are using/not using TES to its fullest advantage for advising HS students on community college option
- To target our training and professional development on the results of the survey data

1. What are the major reasons you advise student(s) to take a community college course (where do you see the most benefit of taking community college classes) *(Rank from highest (1) to lowest (7))*

- | | |
|---|---|
| <input type="checkbox"/> Credit recovery | <input type="checkbox"/> Making up a-g |
| <input type="checkbox"/> Academic enrichment | <input type="checkbox"/> Accelerating a-g |
| <input type="checkbox"/> English Language Development | <input type="checkbox"/> Taking pre-transfer/remedial classes |
| <input type="checkbox"/> Jump start taking community college classes for transfer | |

2. Do you use TES to identify community college bound students? Yes No

If yes, what is criteria you use in identifying community college bound students?

3. When utilizing TES to identify students who would benefit from community college classes, which are the students you would prioritize? *(Rank from highest (1) to lowest (5))*

- English Language Learners
- Students with D's and F's
- Students ready for higher-level courses
- Students who need to make-up a-g classes
- Students who are nearly meeting a-g (missing one or two classes)

4. When do you start sharing general information about community college with students and parents; and in what ways?

5. When in the school year do you begin this process of identifying community college bound students?

- Early fall Late fall Early Spring Late spring Does Not Apply

6. What grade level(s) do you prioritize to begin this process of identifying community college bound students?

- 09 10 11 12

7. How do you provide community college information to students you have identified using TES?

- Classroom presentations
- Assemblies
- Workshops-lunch, after school, evening
- One-on-one
- Small groups
- Other _____

8. Do you take community college bound students you have identified to visit community college(s)?

_____ Yes _____ No

If yes, describe the agenda/itinerary/what you do/ and when in the school year you plan these visits

9. Do you have community college bound students take the placement/assessment test?

_____ At your school site
_____ At the community college

When in the school year? _____

10. Do you or others at the HS prepare the students for the assessment exams?

_____ Yes _____ No

11. How do you use TES to identify community college bound students who may need remediation?

12. Do you use TES to analyze which seniors in your school are not meeting a-g, and therefore need to understand their community college option/opportunity? _____ Yes _____ No

If yes, how do you provide that info—one-on-one, workshops, small groups, include families etc.?

13. Do you utilize TES reports to help students make the connection between HS a-g requirements/graduation requirements and the CC General Education pathways? _____ Yes _____ No

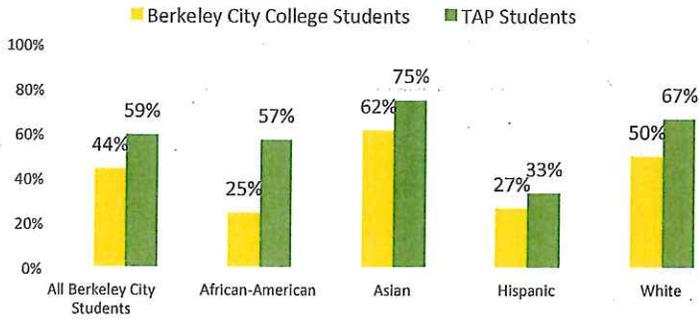
If yes, explain how you do it/your process?

14. Do you ever perceive that you are doing a student a disservice when discussing the community college route as an option?

Comparison of Six-Year Transfer Rates for All Students Transferring to 4-Year Institutions from Current Pathways Colleges and Transfer Rates for TAP Students from those Colleges

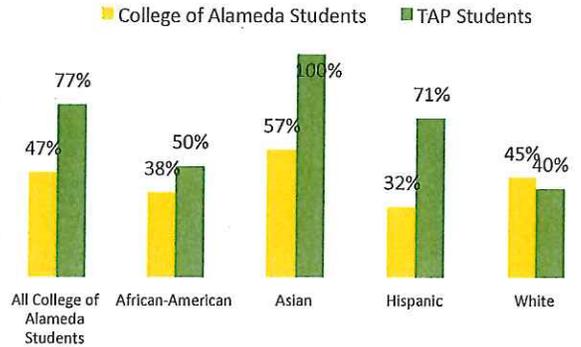
Berkeley City College

Six-Year Transfer Rates by Ethnicity of All Berkeley City College and TAP Students, 2007-08 Cohort Transferring by 2012-13



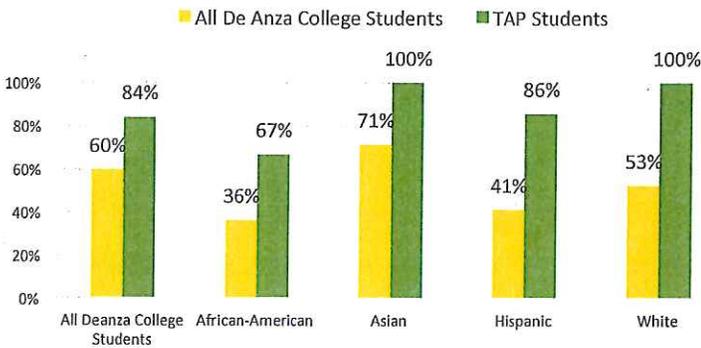
College of Alameda

Six-Year Transfer Rates by Ethnicity of All College of Alameda and TAP Students, 2007-08 Cohort Transferring by 2012-13



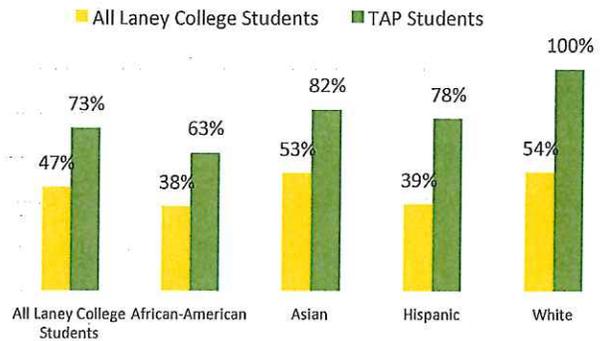
De Anza College

Six-Year Transfer Rates by Ethnicity of All De Anza College and TAP Students, 2007-08 Cohort Transferring by 2012-13



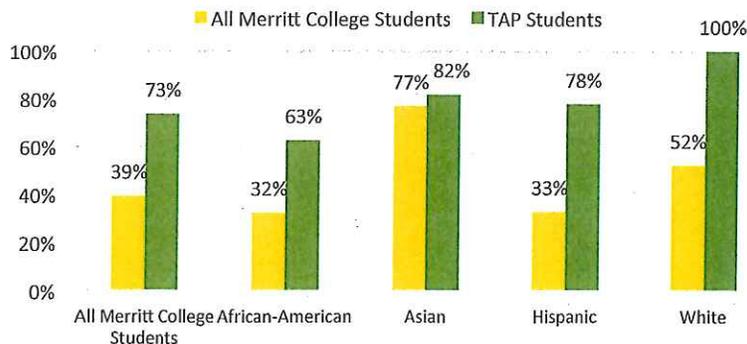
Laney College

Six-Year Transfer Rates by Ethnicity of Laney College and TAP Students, 2007-08 Cohort Transferring by 2012-13



Merritt College

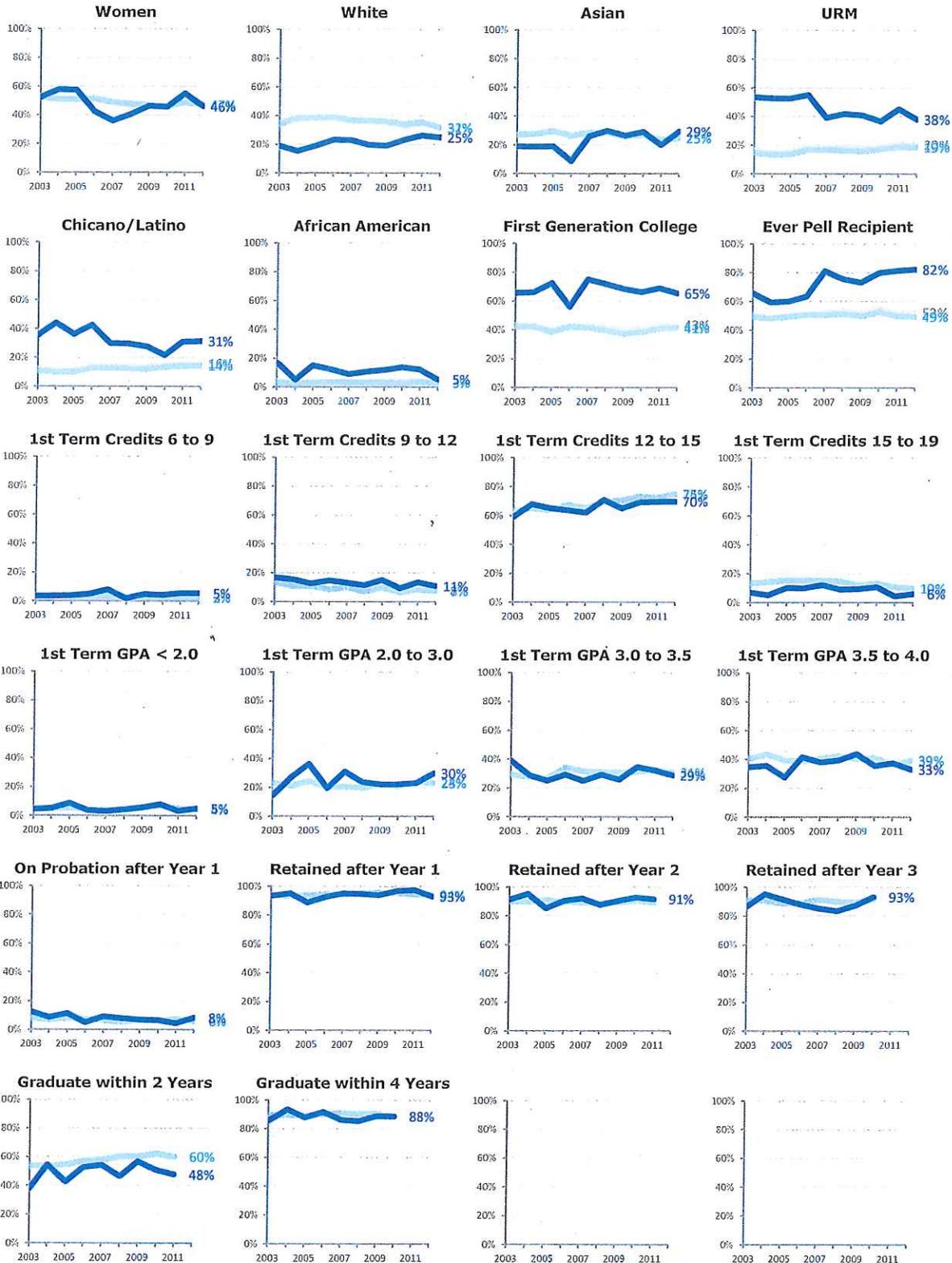
Six-Year Transfer Rates by Ethnicity of All Merritt College and TAP Students, 2007-08 Cohort Transferring by 2012-13



ANALYSIS OF TRANSFER RATE COMPARISONS

		Overall Rate	African Amer	Chicano/Latino
Berkeley City College	Transfer Velocity %	44	25	27
	TAP 6-year Transfer %	59	57	33
Transfer Rate {	Difference Between Rates	15	32	6
	% Increase in Rate	34%	128%	22%
College of Alameda	Transfer Velocity %	47	38	32
	TAP 6-year Transfer %	77	50	71
Transfer Rate {	Difference Between Rates	30	12	39
	% Increase in Rate	64%	32%	122%
De Anza College	Transfer Velocity %	60	36	41
	TAP 6-year Transfer %	84	67	86
Transfer Rate {	Difference Between Rates	24	31	45
	% Increase in Rate	29%	46%	52%
Laney College	Transfer Velocity %	47	38	39
	TAP 6-year Transfer %	73	63	78
Transfer Rate {	Difference Between Rates	26	25	39
	% Increase in Rate	55%	66%	100%
Merritt College	Transfer Velocity %	39	32	33
	TAP 6-year Transfer %	73	63	78
Transfer Rate {	Difference Between Rates	34	31	45
	% Increase in Rate	87%	97%	136%

**University of California, Berkeley
Transfer Alliance Project**
 Entering Transfers Demographics and Academic Performance - Fall 2003 to 2012 Cohorts
 Entering Transfers TAP Entering Transfers Non-TAP All



Sources: UC Berkeley Cal Answers, UCUES, SONS

Prepared by Equity & Inclusion, November 2014