SESSION PRESENTERS

Juana Hernandez, M.P.P.
Senior Manager,
Postsecondary Initiatives
UNITE-LA

Dr. Ryan Cornner
Vice Chancellor, Educational
Programs & Institutional
Effectiveness
L.A. Community College District

Joel Trudgeon, M.A.
Coordinator, Outreach &
Student Recruitment
L.A. Valley College
SESSION OVERVIEW

Presenters will discuss…
- Background on the L.A. Compact
- Structure of the L.A. Compact’s Student Success Workgroup
- CSUN Connections as a case study in cross-sector collaboration

Participants will learn…
- Conditions for collaboration and role of convener
- How reverse transfer can serve adults with “some college, no degree”
- Practical considerations for initiating and sustaining collaboration
FOUNDING BELIEF: No single program, organization, or institution acting in isolation can solve the complex, large-scale education and workforce readiness problems facing our region.
City of Los Angeles
• 7 Major U.S. Cities & one NYC borough would fit inside the city of L.A.’s geographic limits
• 114 distinct neighborhoods
• 2nd largest K-12 school district in the country
• Largest community college district

County of Los Angeles
• 88 independent cities
• 80 school districts
• 7 Workforce Investment Boards
• 21 community colleges
• 7 public state universities
• 30+ private non-profit colleges
• 10 million residents

SYSTEMS APPROACH: The size and complexity of our region requires that we focus on systems alignment, rather than individual programs
## 5 Conditions for Collective Impact

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<thead>
<tr>
<th>Condition</th>
<th>Description</th>
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<td><strong>COMMON AGENDA</strong></td>
<td>Participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving the problem through agreed upon actions.</td>
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<td><strong>SHARED MEASUREMENT</strong></td>
<td>Participants agree on how to measure and report on progress, with a short list of common indicators identified and used to drive learning and improvement.</td>
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<td><strong>MUTUALLY REINFORCING ACTIVITIES</strong></td>
<td>A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.</td>
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<td><strong>CONTINUOUS COMMUNICATION</strong></td>
<td>All players engage in frequent and structured open communication to build trust, assure mutual objectives, and create common motivation.</td>
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<td><strong>CONVENING SUPPORT</strong></td>
<td>Effective collaboration requires one or more dedicated agencies and staff who can plan, manage, and support the initiative through ongoing facilitation, technical support, data collection and reporting.</td>
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Convened since 2008, the L.A. Compact is a bold commitment by Los Angeles cross-sector leaders to transform education outcomes from cradle to career, ensuring that today’s youth have the skills necessary to compete and succeed in a 21st century global workforce.

**GOAL 1**
All students graduate from high school

**GOAL 2**
All students have access to and are prepared for success in college

**GOAL 3**
All students have access to pathways to sustainable jobs and careers
THE SIGNERS: 24 major institutions spanning the education, local government, business, labor, and nonprofit sectors
A multi-convener constellation of collaboratives working towards common goals

Logos indicate primary conveners of workgroups

Common Vision

- All students graduate from high school
- All students have access to and are prepared for success in college
- All students have access to pathways to sustainable jobs and careers

Stewardship Group
6 Major Roles of Conveners

1. Guide vision and strategy
2. Support aligned activities
3. Establish shared measurement practices
4. Build public will
5. Advance policy
6. Mobilize funding
The Student Success Workgroup brings together 9 Compact institutions:
- L.A. Community College District
- 4 CSU campuses at Dominguez Hills, Los Angeles, Northridge, and Pomona
- USC and LMU
- UCLA
- LAUSD
Representatives include senior academic administrators (i.e. Vice Chancellors, Provosts, AVPs) who identify key priorities and opportunities for collaboration across our K-12 schools, community colleges, and 4-year institutions.
Case Study: The Student Success Workgroup
• **Reverse transfer** partnership between CSU Northridge, L.A. Mission College, Pierce College, and L.A. Valley College

• Two reverse transfer pathways: “**Claimed What You’ve Earned**” for CSUN transfer students who stopped out & “**Re-Route to Success**” for CSUN first-time freshmen who have been academically disqualified

• Received California Governor’s Award for Innovation in Higher Education & designation for Los Angeles as a Lumina Foundation Talent Hubs site
Effective conveners help take projects from Ideation to Implementation

UNITE-LA staff conduct national scan of reverse transfer (RT) models

UNITE-LA provides data template for SSWG members to gather & analyze campus data

Partners submit a CA Governors Innovation Award application focused on CSUN & 3 LACCD campuses

MAY 2016

SSWG meeting focuses on reverse transfer; Lumina Foundation staff share outcomes from national RT projects

AUG 2016

UNITE-LA prepares sample work plan and researches grant opportunities

JUL 2016

JAN 2017

PARTNERS CONVENE VPs/Deans to build campus teams

MAR 2017
A national study by the Lumina Foundation estimates that 78% of community college students who transfer to a 4-year institution do so without an associate’s degree. The Student Success Workgroup pulled together local data that showed:

- 83% of the fall 2010 transfer cohort at CSUN entered without an associate degree
- Six years later, about 1 in 5 left CSUN without earning a bachelor’s degree
- More than 700 students who transferred from Mission, Pierce, and Valley in the fall 2014, 2015, and 2016 terms were no longer enrolled at CSUN

While these students left CSUN in good academic standing, they had neither a bachelor’s nor an associate degree to show for their efforts.
Traditionally, reverse transfer refers to transferring credits completed at a four-year institution to a community college for the purpose of awarding a first-time associate degree.
Local need for Reverse Transfer Pathways

In addition, CSUN shared concerns over its first-time freshmen:

- Of an entering class of about 5,000 students, approximately half graduate within 4 years
- CSUN estimates that 1 in 3 do not return for their sophomore year
- About 600 of these students are academically disqualified

Students can get off-track for a variety of reasons; they may experience challenges with paying for college, balancing competing familial and/or work responsibilities, adjusting to campus life, or keeping up with college academics.
(Re)conceptualizing Reverse Transfer Pathways

Traditionally, reverse transfer refers to transferring credits completed at a four-year institution to a community college for the purpose of awarding a first-time associate degree.

Re-Route to Success Pathway for CSUN First-Time Freshmen

Image adapted from the National Student Clearinghouse Reverse Transfer Project
Effective conveners help take projects from Ideation to Implementation

Partners win $1M Innovation Award Grant; Lumina invites UNITE-LA to apply for Talent Hubs

CSUN shares cleaned lists & electronic transcript records for 547 stopped-out transfer students

CSUN begins cleaning first-time freshmen list

PARTNERS

Partners become one of 17 cities nationwide to win a Lumina Talent Hubs designation

CCs complete degree audits for transfer students; CSUN finalizes joint branding campaign
CSUN pulled transfer student records from fall 2014, 2015, and 2016 and filtered out 547 students who:
- Transferred from LAMC, Pierce, or Valley with at least 3 credits completed in residence
- Did not report an associate degree at time of their admission to CSUN
- Were no longer enrolled at CSUN but left in good academic standing

Community colleges received student lists, along with electronic copies of all student records on file:
- Of 91 LAMC students, 16 met all requirements for an associate degree
- Of 293 Pierce students, 75 met all requirements for an associate degree
- Of 164 LAVC students, 38 met all requirements for an associate degree
Intersect L.A. at CSUN is a student-run creative agency that has been developing joint outreach materials, including the project website - www.csunconnections.org

- For Re-Route to Success, CSUN Admissions Office will contact disqualified students via email/mail to inform them of this pathway and provide all community college contacts
- For Claim What You’ve Earned, CSUN will notify students of their associate degree status (already completed, or # of credits to completion) via email and will include contact information for home community college

Partners have also been finalizing student FAQs and other communications collateral, such as brochures, banners, etc.
Each partner college has designated a primary point of contact for CSUN Connections

Contact person will work closely with Claim What You’ve Earned students to “reverse transfer credit” and award degrees, or help students re-enroll to complete degree requirements

Contact person will work closely with Re-Route to Success students to enroll in efficient pathway to gain re-admission to CSUN
Q&A

LEARN MORE:

www.lacompact.org

www.csunconnections.org
6 Major Roles of Conveners

1. Guide vision and strategy
2. Support aligned activities
3. Establish shared measurement practices
4. Build public will
5. Advance policy
6. Mobilize funding