

Steering Committee Highlights



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Highlights of the May 12, 2014, Steering Committee meeting

At the last meeting, Stephanie Yee, HotShots Coordinator, presented the committee with copies of the first ever Citrus College Student Learning Outcomes and Assessment Handbook. Ms. Yee explained that the handbook was created as a resource to campus units such as instruction, student servicers, institutional support, and instructional support as they continue to write, revise, assess, analyze, and reflect on their student learning outcomes (SLOs). The new handbook details the process of writing SLOs and implementing improvement plans. The handbook will be available on the Citrus College intranet in the near future.

Ms. Yee also led the committee through the findings of *“Comparing the Educational Attainment of Community College Transfer Students and Four-Year College Rising Juniors Using Propensity Score Matching Methods”* by T. Melguizo, G. Kienzl, & M. Alfonso (2011). The article detailed research that sought to determine whether junior-level four-year college students who initially attended a community college (transfer students) have similar educational outcomes as college juniors who only attended a four-year college (rising juniors).

The results suggest that: 1) There were no statistical differences in the outcomes in terms of educational attainment between community college *transfer students* and *rising junior* students; 2) Community college transfer students earn equivalent numbers of non-remedial credits and attain baccalaureate degrees at similar rates than four-year rising juniors; and, 3) Transfer students are also successful in transferring almost all the courses taken at the community college because the total number of credits are very close to adding up the number of credits earned at each of the two types of institutions.

Further, the results suggest that community colleges have the potential to prepare students for the demands of the four-year college. For students who need remediation, community colleges with a clear stated mission of transfer provide a feasible and potential cost-effective path.

The reality is that a substantial number of high school graduates are starting their education at a community college and, as implied in this study, community colleges have the potential to provide the academic preparation necessary for students to succeed at a four-year college. In order to make the transfer pathways seamless and viable, community colleges have the responsibility to provide the academic preparation and transfer curriculum necessary for students to transfer on time.

The group discussion identified the ways that Citrus facilitates student transfers to four-year universities and explored options to increase the number of students that seek transfer.

The committee also approved revisions to 10 Board Policies and reviewed 14 Administrative Procedures.

The minutes of Steering Committee meetings may be viewed at: <http://www.citruscollege.edu/admin/president/steering/Pages/default.aspx>